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ABSTRACT

This paper presents the principal findings of a study of possible changes in postsecondary education. The contents of this document focus on the purpose of the survey, a description of the survey method, and an interpretation of the results in a forecast of changes in postsecondary education. The forecasted changes find postsecondary education more readily accessible to all. More of the students will drop in and out of the system throughout their lifetimes and will participate in programs that lead to vocations. It is anticipated that after 1980 changes in competence and performance requirements will change to general acceptance of work or experience as substitutes for formal programs, and measures of actual competency will be used in place of fulfillment of attendance requirements. (Author/HS)

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National Center for Higher Education
Management Systems at WICHE

A FORECAST OF CHANGES
IN POSTSECONDARY EDUCATION

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A FORECAST OF CHANGES IN POSTSECONDARY EDUCATION

Vaughn E. Huckfeldt

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ABSTRACT

This paper presents the principal findings of an NCHEMS study of possible changes in postsecondary education. The contents of this document focus on the purpose of the survey, a description of the survey method, and an interpretation of the results in a forecast of changes in postsecondary education. As this forecast is examined it should be emphasized that this is really a forecast by the 385 survey panel members, who are individuals associated with postsecondary education, and not a forecast by or the opinion of WICHE or NCHEMS.

The forecasted changes find postsecondary education more readily accessible to all. More of the students will drop in and out of the system throughout their lifetimes and will participate in programs that lead to vocations. Major changes if any in competence and performance will not occur until after 1980 due to the hindering force of the faculty. When changes do occur, they will be in the general acceptance of work or experience as substitutes for formal programs, and measures of actual competency will be used in place of fulfillment of attendance requirements. Several changes in the structure of the educational system will work to make the system more rigid with less flexibility. For example, an increase in collective bargaining will make the system less flexible, while changes in educational technology will not provide an increased opportunity to trade off some faculty for new instructional technologies until after 1980. The use of planning and management systems will increase, primarily to provide information for management to cope with opposing forces from faculty and state and federal agencies. These changes are a few of the 118 changes that are discussed and compared with other writings on change in postsecondary education.

PREFACE

This research report has been developed by Vaughn Huckfeldt of the NCHEMS research staff. The report was developed from the opinions of 385 panel members in a Delphi Survey funded by the Ford Foundation and conducted during the first half of 1972. An earlier draft of this document was circulated for comment to the Futures subcommittee of the NCHEMS Board of Directors and other selected reviewers. This document is released for general use with the caution that the assumptions should be clearly noted and a reminder that it is not a forecast by NCHEMS, WICHE, or the Ford Foundation.

This document does not attempt to provide a forecase of changes that will occur in a specific institution or agency. The document provides a forecast of general trends and changes in higher education but it does not provide basic reasons or events that will lead to these changes. The document replaces A Preliminary Analysis of Change in Postsecondary Education (May, 1972).

While many individuals have contributed to these results, special mention should be made of the guidance received from Dr. Wayne R. Kirschling in conducting the statistical analysis from which these interpretations have developed. The intiial design for the study was developed by Dr. Robert A. Wallhaus, NCHEMS Director of Research and Development, who provided many helpful suggestions during the project. The significant contributions of Dr. Robert Judd of the University of Toledo as project consultant on Delphi methodology are gratefully noted.

Others who deserve special recognition for their contributions to the content analysis of change statements includ Dr. Joanne Arnold and Sidney S. Micek of the NCHEMS staff and Patricia Smith, John Sharpham, Irv Parmenter, and Elliot Wager, graduate students in the University of Colorado Department of Communication. The project staff that made possible the enormous logistic task -- returning individualized questionnaires to each of 385 panel members within four days after closing each round -- consisted of graduate assistant Edward Wood (Delphi questionnaire analysis), David Kasik (computerized Delphi system), and Herbert Weldon (computerized data analysis).

The major contributors to this study must remain anonymous, even though they gave freely of large amounts of time. This group is, of course, the 385 panel members, whose responses provide the basic data on which these forecasts are drawn. While their anonymity must be preserved in order to retain the confidentiality in which the panel gave their responses, it is hoped that the analysis presented here fulfills their expectations of the survey.

Vaughn Huckfeldt
Project Director
Future Planning and Management Systems Study

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CHAPTER 1

WHY FORECAST CHANGE?

The Future Planning and Management Systems study conducted by the National Center for Higher Education Management Systems was designed to gain insight into the changes that would be likely to occur in postsecondary education during the next five to fifteen years. Our purpose in being concerned with the long-range directions of higher education is to assure that the management concepts, tools, and procedures that NCHEMS is currently developing or planning will be relevant when they are ready for implementation. In addition, the forecasts can be used by educational planners in establishing long-range plans that include the appropriate actions that must be taken before the changes occur. A preliminary report on an analysis of change in postsecondary education issued earlier this spring was requested by one statewide planning group for just such a purpose. In contrast to planning for long-range activities, forecasted changes may also modify current plans as educators attempt to ensure that forecasted changes do not take place. In this regard the predicted changes can be contrasted with recommended reforms such as those of the Carnegie Commission or the Newman Task Force.

The identification of changes is today more important than ever before, for reasons expressed by Clark Kerr (1971) in an address presented at the 26th National Conference on Higher Education:

> Higher Education in the United States is facing a period of uncertainty, confusion, conflict, and potential change, and it has little to guide it in its past experiences. For most of its three and one-third century history, it has had a manifest destiny and through the period from 1920 - 1970 was marked by rapid change and some student unrest. Two factors remained constant: public belief in and support of higher education, and the campus and society were both changing, but in compatible ways. This is no longer so and higher education is faced with a staggering number of uncertainties: (1) the direction of change that will be taking place in a society that is ever more divisive, and in a world that is undergoing a cultural revolution; (2) the impact of the new educational technology; (3) its proper functions in terms of teaching, research and services; (4) the governance of the institutions; and (5) financing.

Several types of forecasting methods could be used to identify these uncertainties. The three general types, as outlined by Dr. Samuel Popper (1971) in his article, "The Simulation of a School of the Future," are:

1. Exploratory types, which start with past and current trends and then make extrapolations that are projected as images of the future. The common exploratory methodologies include trend extrapolation, contextual mapping, simulation, and modeling.

2. Normative types, which start with future needs and goals and then work backward to identify the technology, changes, and decisions required to fill needs and to reach goals. The common normative methods are relevance trees, mission matrices, and questioneering.

3. Intuitive types, which are essentially sophisticated variants on the "wise old men" technique that makes speculative projections

into the future. The common intuitive methods include Delphi probes, cross-impact matrices, and scenarios.

Considering the data necessary for the trend extrapolation method, a comprehensive study of changes in higher education that have occurred in the past two decades is presented by a Carnegie Commission report on a survey of 1230 institutions (Hodgkinson, 1970). But since the factors that were constant during previous periods are no longer constant, the use of exploratory types of forecasting, which is dependent on past and current trends, would be questionable. Normative types of forecasting require assessing the probability of achieving certain goals. This may be more difficult than forecasting future changes.

The use of intuitive types of forecasting prompt reference to the current writings on change in education. Here we find that many books such as Education Futurism 1985 (Hack et al., 1971) and Campus 1980 (Eurich, 1968) contain articles independently prepared by a number of authors for presentation at a conference. Each of these represents excellent work in the field, and the authors have drawn on other writings, but the desire in the NCHEMS study was to obtain opinions and an interaction of ideas from many individuals with a wide variety of backgrounds. The method used to obtain this interaction of individuals in a forecast of educational change was a Delphi survey.

CHAPTER 2

THE NCHEMS DELPHI

The Delphi Method

The Delphi method was developed at the RAND Corporation as a technique for soliciting and combining the opinions of experts. Its primary initial uses were in the area of technological forecasting, but more recently it has been employed to identify agreement, primarily concerning organizational goals and objectives. The key characteristics of the Delphi approach are:

1. The anonymity of the survey panel members.
2. A statistical analysis of the panel's responses.
3. The use of controlled feedback to panel members in a series of successive rounds.

Basically, the Delphi method attempts to bring together a group of experts in a "conference call" or "seminar" setting. But, through anonymity of the panel, the Delphi method prevents the influence of some members of the panel from unduly overriding or swaying the opinions of the other panel members. In some sense it prevents an important or very articulate expert from controlling the panel's opinion. The Delphi method summarizes the responses to one round of questions and provides this information to the survey panel with the next successive round of questions. In this way, the experts, while remaining anonymous, still communicate with each other in a limited fashion.

The use of the Delphi approach has resulted in studies with proven ability to forecast technological, and, to a lesser extent, sociological change (Gordon, 1972). Delphi has been successful in determining where genuine agreement about change does exist. A critique of the substance and context of the Delphi method has been prepared by Pill (1970) and a description of Delphi applications in the field of education is given by Judd (1971).

The Survey Panel and Questionnaires

The NCHEMS Delphi began in December 1971 by requesting 525 potential panel members to participate in the survey. Of the 525 potential members, 385, or 72 percent, responded with a willingness to participate. In each of the five survey rounds, all 385 panel members received the next mail questionnaire whether or not they had responded to the previous round.

In evaluating the results of the NCHEMS survey, one must consider who the panel members were, as well as their answers. The names of the panel members cannot be given, as they remain anonymous in order to retain the confidentiality in which the panel gave their responses. The list shown in Table 1 gives the primary occupation or position held by individuals who participated in the survey, as well as the number holding that position and the percent responding during the survey.

Table 1

PANEL RESPONSE ACCORDING TO PRIMARY POSITION

Primary Position	Number in Group	Percent Responding
Federal Congressmen	4	25
State Governors or Executive Administrators	4	100
State Legislators	9	56
Federal Staff Members for (HEW, USOE, U.S. Congress)	13	92
Staff of Statewide Coordinating or Governing Board	39	97
Foundation Staff Members	5	100
Lay Board Members, Trustees, or Regents	7	100
Members of a National Education Association	15	93
Board Members or Commissioners of an Education Board or Commission	13	92
Staff Members for an Education Board or Commission	19	100
Members of an Accreditation Agency	4	75
Consultants in Postsecondary Education	11	90
Students	15	93
Members of an Educational Bargaining Unit	3	100
Faculty	12	100
College or University MIS Director or Staff	39	100
Department Chairmen or Deans of Academic Instruction	15	93
College or University Finance Administrators or Staff	30	97
College or University Directors or Staff for Institutional Research	51	98
College or University Directors or Staff for: Admissions, Personnel, Physical Plant, etc.	19	100
College or University Presidents or Vice Presidents	54	93
Members of the Education Press	4	50
	385	94%

The NCHEMS Delphi posed six questions over five survey rounds, and these are summarized as follows:

Round I:	Asked what are the possible changes that might take place.
Round II.	Asked what will be the impact of a change if it occurs, and what would be the likelihood of the change occurring.
Round III:	Posed these same questions again, this time with feedback of the Round II results.
Round IV:	Asked the same questions as in Rounds II and III and posed the additional question: In what time period will the change occur?
Round V:	Repeated the question introduced in Round IV with feedback and added two nonDelphi questions: Should this change occur, and who will most affect this change?

The first questionnaire, shown in Figure 1, simply asked the panel members to identify five aspects of postsecondary education that would change most in the next twenty years.

A response to this first questionnaire was received from 306 of the possible 385 panel members, a 74 percent response rate. The change statements from

FIGURE 1
ROUND I QUESTIONNAIRE

LIST NOT MORE THAN FIVE ASPECTS OF POSTSECONDARY EDUCATION THAT WILL CHANGE MOST DURING THE NEXT TWENTY YEARS: (INCLUDE THE DIRECTION THE CHANGE WILL TAKE, I.E.: INCREASING, DECREASING, LARGER, SMALLER,- - -). IF YOU FEEL THAT THERE WILL NOT BE ANY IMPORTANT CHANGES IN POSTSECONDARY EDUCATION DURING THE NEXT TWENTY YEARS, PLEASE INDICATE THIS AND RETURN THE QUESTIONNAIRE.

1. ______________________________
____
____

2. ______________________________
____
____

3. ______________________________
____
____

4. ______________________________
____
____

5. ______________________________
____
____

this first round were analyzed by the NCHEMS staff and a group of graduate students in the Communication Department of the University of Colorado. This content analysis group boiled down over 1500 change statements submitted by the panel into 118 generic changes. The process is illustrated by considering the following statements:

> A federal congressman said, "Occupation training in postsecondary education will dramatically increase, and business and industry will be more closely involved with that training."
>
> An institutional researcher suggested, "Vocational training in wide variety, and in flexible patterns, will receive increased participation."
>
> A college president suggested, "More emphasis on vocational-technical curricula."
>
> A governor said, "There will be greater emphasis on occupational or career education as opposed to general academic training."

From these statements and many others, change statement 15 was developed:

> 15. The proportion of students in postsecondary vocational programs will increase.

The second-round questionnaire shown in Figure 2 included questions regarding the impact and likelihood of occurrence of each change derived from the first-round questionnaire.

It was at the end of Round II that a computer was first used to calculate the summary statistics for each change statement and to print an individualized questionnaire with an individual panel member's responses from the previous round. Each panel member's response to each question was keypunched, and a file of all the responses was created. This file was used to calculate for each question the median, the interquartile range, and the range of responses for the entire panel. Thus, the questionnaire for Round III, shown in Figure 3, was first output to microfilm and then printed on 8-1/2 by 11-inch paper. The individualized report gave summary statistics of the entire panel's responses to Round II: M indicated median; parentheses enclosed the interquartile range (or inner 50 percent of the panel's responses); and dots covered the range of responses (in the cases shown there was at least one response of each type). The Y's indicated the answer given by the individual panel member on Round II.

It should also be noted that the third questionnaire requested comments from individuals if their opinions differed substantially from the central majority of the panel on Round II. This afforded everyone the opportunity to communicate to the rest of the panel any insights that he might have. These comments were summarized in a minority opinion report that was mailed along with the Round IV questionnaire. This minority opinion report is included in Appendix B and contains many valuable thoughts and comments on changes in higher education.

FIGURE 2

ROUND II QUESTIONNAIRE

CHANGE STATEMENT	QUESTION 1 ASSUMING THIS CHANGE WILL OCCUR, WHAT WILL BE ITS IMPACT? NONE … VERY GREAT	QUESTION 2 WHAT IS THE LIKELIHOOD THIS CHANGE WILL OCCUR? IMPOSSIBLE … VIRTUALLY CERTAIN
MORE PEOPLE WILL SEEK AN ADVANCED OR PROFESSIONAL DEGREE.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
SOCIETY WILL PLACE LESS VALUE ON A COLLEGE DEGREE.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
CERTIFICATION OF STUDENT COMPETENCIES WILL BE INCREASINGLY POSSIBLE OTHER THAN THROUGH FORMAL ACADEMIC PROGRAMS.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
RESEARCH WILL BECOME A MORE IMPORTANT FUNCTION OF POSTSECONDARY EDUCATION.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
THE DEMAND FOR PH.D. DEGREES WILL DECREASE.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
AVOCATIONS AND PERSONAL ENRICHMENT WILL RECEIVE INCREASING EMPHASIS IN POSTSECONDARY EDUCATION.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
PUBLIC SERVICE WILL BECOME A MORE IMPORTANT FUNCTION OF POSTSECONDARY EDUCATION.	1 2 3 4 5 6 7	1 2 3 4 5 6 7

FIGURE 3

ROUND III QUESTIONNAIRE

CHANGE STATEMENT	QUESTION 1 ASSUMING THIS CHANGE WILL OCCUR, WHAT WILL BE ITS IMPACT?							QUESTION 2 WHAT IS THE LIKELIHOOD THIS CHANGE WILL OCCUR?						
	NONE						VERY GREAT	IMPOSSIBLE						VIRTUALLY CERTAIN
DEGREE GRANTING INSTITUTIONS WILL BECOME MORE ALIKE.	.	.	(	M	)	.	.	.	(	.	M	)	.	.
					Y								Y	
COMMENT	1	2	3	4	5	6	7	1	2	3	4	5	6	7
THE ABSOLUTE NUMBER OF FOUR YEAR COLLEGES AND UNIVERSITIES WILL DECREASE.	.	.	.	(M	.	)	.	.	(	.	M	)	.	.
				Y							Y			
COMMENT	1	2	3	4	5	6	7	1	2	3	4	5	6	7
THE CAMPUS AND NONACADEMIC COMMUNITY WILL INCREASINGLY SHARE RESOURCES.	.	.	.	.	(M	)	.	.	.	.	.	(M	)	.
							Y						Y	
COMMENT	1	2	3	4	5	6	7	1	2	3	4	5	6	7
NEEDS AS EXPRESSED BY STUDENTS WILL RECEIVE INCREASED ATTENTION.	.	.	.	(	M	)	.	.	.	.	(	M	)	.
		Y								Y				
COMMENT	1	2	3	4	5	6	7	1	2	3	4	5	6	7

The fourth-round questionnaire, shown in Figure 4, included the same questions, again using an individualized report with feedback statistics from Round III, but adding a specific time-frame question.

The Round V questionnaire, shown in Figure 5, was mailed to the panel on April 7, 1972. It included the time-frame question summary statistics and two new questions. Questions 4 and 5 were not Delphi-type questions in that they did not have a range of values on which statistics could be summarized with the questions asked a second time. These questions asked the panel if the change should occur and what sector concerned with postsecondary education would most promote or hinder the change.

Question 5 was difficult for the panel members to answer. It required comparison of nine items, two at a time, to reach a conclusion about the one that would most promote or hinder a change. In a number of cases, such as change 117--"increasing opportunities and responsibilities will be available for all regardless of sex, race, etc."--the panel had difficulty finding any category that would most hinder the change. In some other cases the categories seemed to omit groups that might have more influence in promoting or hindering a change.

The responses to Round V were returned by mid-May 1972. The survey was completed within a total time of five months.

FIGURE 4

ROUND IV QUESTIONNAIRE

CHANGE STATEMENT	QUESTION 1 ASSUMING THIS CHANGE WILL OCCUR, WHAT WILL BE ITS IMPACT? NONE — VERY GREAT	QUESTION 2 WHAT IS THE LIKELIHOOD THIS CHANGE WILL OCCUR? IMPOSSIBLE — VIRTUALLY CERTAIN	QUESTION 3 IF YOU BELIEVE THIS CHANGE IS LIKELY, WHEN WILL IT OCCUR? BY 19--
THE ABSOLUTE DEMAND FOR PH.D. DEGREES WILL DECREASE.	. . . (M) Y	. . (M Y) .	
COMMENT	1 2 3 4 5 6 7	1 2 3 4 5 6 7	75 80 85 90 95+
USE OF INDIVIDUALIZED INSTRUCTION WILL INCREASE.	. Y . (M) .	. . Y . (M) .	
COMMENT	1 2 3 4 5 6 7	1 2 3 4 5 6 7	75 80 85 90 95+
USE OF THE LECTURE METHOD OF INSTRUCTION WILL DECREASE.	. Y (M) .	. Y . (M) . .	
COMMENT	1 2 3 4 5 6 7	1 2 3 4 5 6 7	75 80 85 90 95+
STUDENT PROGRESS WILL BE MEASURED BY COMPETENCY AND NOT TIME.	. . (Y M) .	. Y . (M) .	
COMMENT	1 2 3 4 5 6 7	1 2 3 4 5 6 7	75 80 85 90 95+

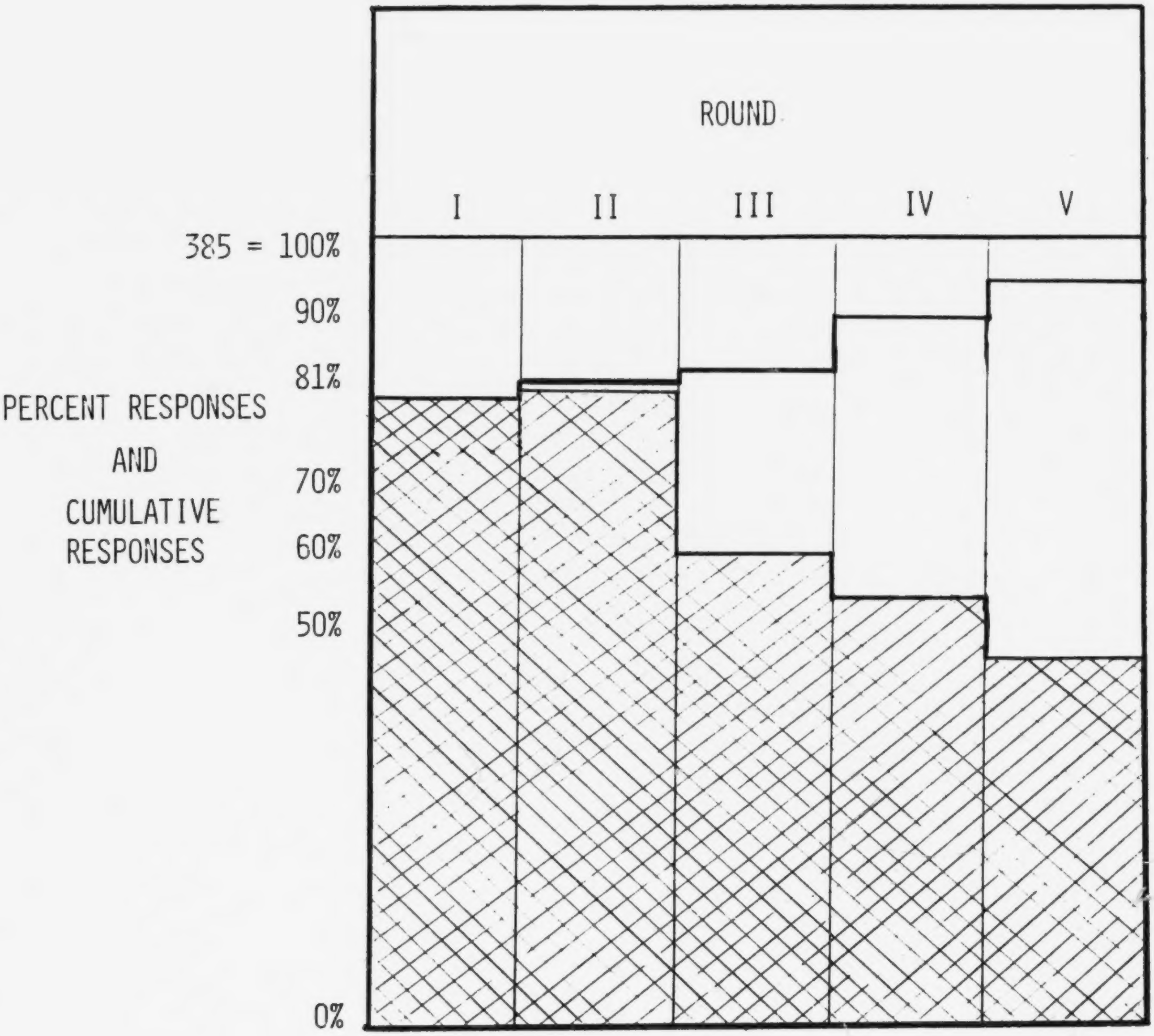
The Survey Response Rate and Data Base

The response rates obtained in the survey point out one of the advantages of the Delphi method that is not readily apparent. Robert Travers, in *Introduction to Educational Research*, reviews direct mail questionnaires in educational research and finds a questionnaire of some interest to the respondent prompts only a 20 percent return. Only rarely does the response rate reach 40 percent. It is likely that the Delphi method encourages a higher response rate by offering the promise of some amount of useful data or summarized statistics in the form of feedback during succeeding rounds. In addition, the Delphi method provides opportunities for a panel member to respond to a given question during several rounds, resulting in a much higher cumulative response rate.

In Figure 6 the response rate for the different rounds is indicated by the crosshatched areas. For example, the response rate in Round I was 80 percent; in Round II it was 81 percent; Round III, 61 percent, Round IV, 56 percent; and Round V, 47 percent. The cumulative response rate of 80 percent in Round I moves up to 94 percent in Round V; that is, 94 percent of the panel responded in at least one or more of the five rounds. To achieve a response from 362 of 385 panel members in any general survey that involves this much work for unpaid panel members is highly unlikely, and the response is definitely a positive statement about this panel's interest in the future course of events in post-secondary education.

FIGURE 6

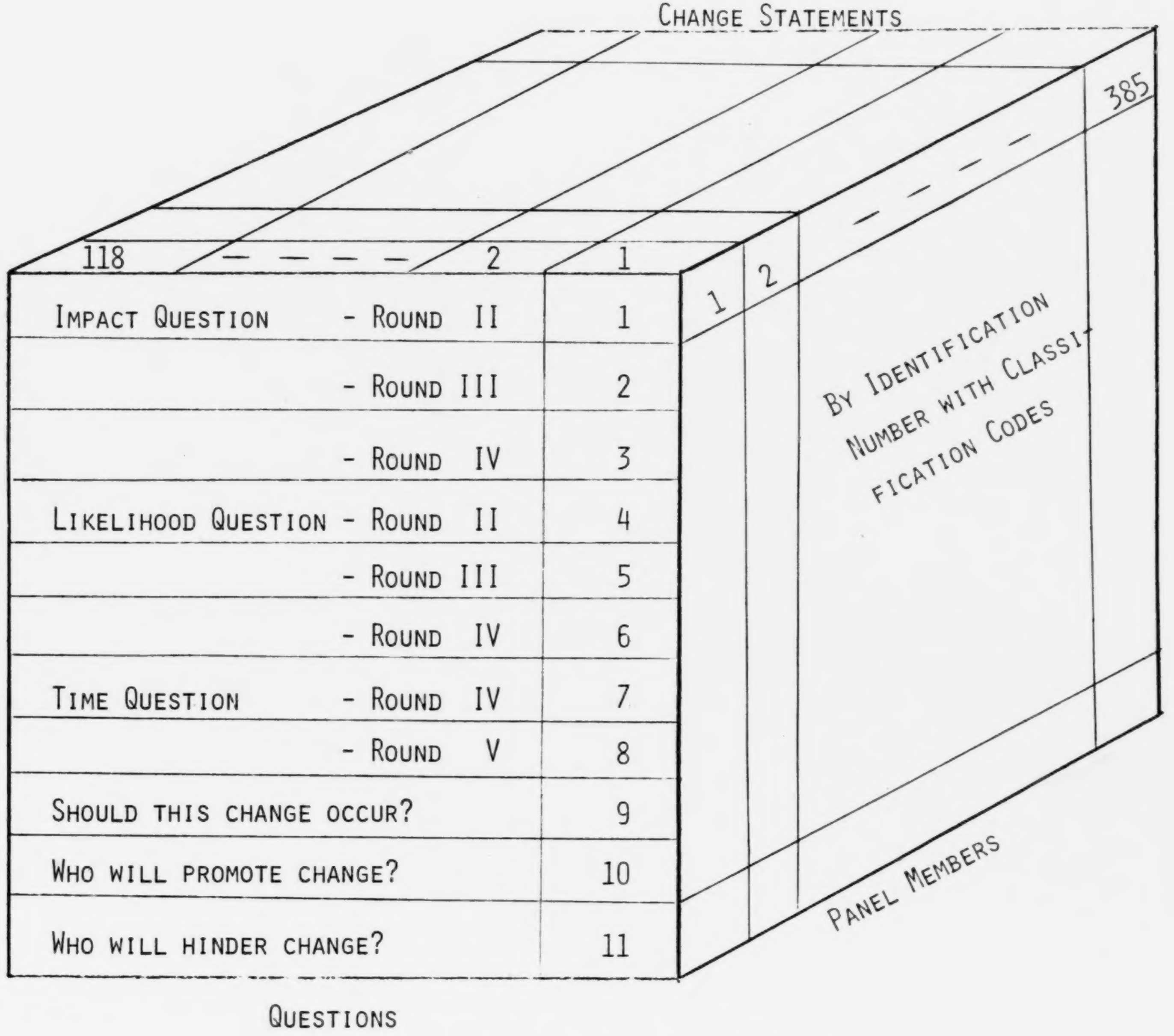
SURVEY RESPONSE RATE



The data collected during the course of the survey have been stored in the data base shown schematically in Figure 7. The data base contains the responses or raw data from each of the 385 panelists for each of the 118 change statements and for each of the 11 questions asked during Rounds II through V. The 385 panel members are defined by a classification code that describes the position or positions that the individual holds related to postsecondary education. These codes may, of course, be used to classify panel responses into various subgroups for analysis. This data base is available from NCHEMS with the described identification codes. No further identification of the panel is possible in order to preserve the confidential nature of the responses.

Obviously, many interesting questions could be asked, and hopefully other researchers will be able to derive some additional utility from these data.

FIGURE 7
SURVEY DATA BASE


CHANGE STATEMENTS
118
— — — —
2
1
IMPACT QUESTION - ROUND II
- ROUND III
- ROUND IV
LIKELIHOOD QUESTION - ROUND II
- ROUND III
- ROUND IV
TIME QUESTION - ROUND IV
- ROUND V
SHOULD THIS CHANGE OCCUR?
WHO WILL PROMOTE CHANGE?
WHO WILL HINDER CHANGE?
1
2
3
4
5
6
7
8
9
10
11
1
2
— — — —
385
BY IDENTIFICATION NUMBER WITH CLASSIFICATION CODES
PANEL MEMBERS
QUESTIONS

CHAPTER 3

THE ANALYSIS OF THE SURVEY

Qualifications of the Survey

Before examining the results of the survey it is important to consider that the analysis is subject to certain qualifications; for example:

- The make-up of the survey panel is open to all sorts of questions. But any panel that might have been selected would have exhibited one sort of bias or another. If the panel is organized by the subgroups of federal, regional, state, etc., as shown in Table 2, we find the majority is from college and university administration. It would have been desirable to have included members with a broader view of postsecondary education, such as those from proprietary schools or industrial training centers. The point to keep in mind is that the forecast is the opinion of the 385-member panel and does not necessarily reflect the views of the larger postsecondary education community.

Table 2

SUBGROUPS OF THE SURVEY PANEL

Subgroup	Number in Subgroup
Federal	17
National Education Associations	15
Regional Organizations	63
State	52
Administration	193
Department Chairman and Faculty	30
Students	15

- The time during which the survey was taken undoubtedly had an effect on the opinions expressed by the panel members. For example, the survey was completed before the final passage of the Higher Education Act of 1972, and a survey taken at a later date may have produced somewhat different results.

- The question relative to the specific time that a change would occur may have been interpreted in a number of ways. Many of the changes listed in the survey questionnaires have already happened, at least in isolated cases. In fact, the results show that the panel had a great deal of difficulty in thinking about change in higher education beyond a five-year horizon, an important result in itself. In any case, the question is whether the panel considered that such changes had already occurred. Or, whether they assumed that some undefined threshold level must be attained before the change can be said to have had an impact. It is conjectured that most panel members implicitly had some critical mass or threshold level in mind, and this concept likely differed across the panel.

- Some potentially key categories of people were omitted when the question of who might promote or hinder changes was posed. It was assumed that the public was largely synonymous with state and federal government, and this was rightly questioned; higher education associations were not specifically mentioned; and while it was intended that college and university administration be part of the public institution and private institution categories, it was not interpreted that way by some panel members.

- The time required of the panel went beyond our control when it was not possible to narrow the list of change statements submitted in Round I to a smaller number. Different sequences of questions were used across the panel in the later rounds to test whether boredom set in as the questionnaire was being filled out. The analyses have indicated that this was not a problem (Huckfeldt and Judd, 1973).

- When confronted with a large number of change statements and two or more questions per statement, a few panel members made comments like:

    1. This questionnaire cannot be reliable because, with so many change statements, no panel member would give the same response twice.

    2. This questionnaire does not need to be repeated in a Delphi fashion because no panel member would change his reponses to any of the 118 change statements.

To test the consistency of the panel response, a number of members answered the Round II questionnaire a second time. These second-time responses were made two weeks after first answering Round II and without any feedback of the general panel statistics, or their previous individual answers. By making a comparison of the first- and second-time responses it was possible to determine the frequency with which panel members changed their answers.

The differences observered between these two sets of responses to the same questions are shown in Table 3, which gives the cumulative percentage of the second responses that were within 0, 1, 2, or 3 scale positions of the first response.

Table 3

Cumulative Percentage for the Differences in Panel Responses

Difference Between Responses	Question 1 - Round II (Impact)	Question 2 - Round II (Likelihood)
0	39%	39%
1	72%	82%
2	89%	91%
3	96%	98%

The sample in this analysis (five panel members) limits the conclusions that might be drawn from these data. Still the data indicate that the responses to a survey with a great number of change statements can be consistent within one or two positions even with the absence of feedback of individual responses. While the results are reproducible, this one- or two-position shift may account for a certain portion of the convergence seen in subsequent Delphi rounds. The value of providing individualized feedback of the panel member's previous responses along with general panel statistics ensures that convergence is only identified and not forced and also assists the panel member in making consistent responses.

A final observation concerns the ability of the panel to differentiate between the impact, likelihood, and time questions. The impact question, for example, asked what would be the impact on postsecondary education management if the change were to occur. Some panel members may have felt they could not predict impact unless they thought the change was highly likely to occur. For others, assuming the change would occur in the context of the impact question may have changed their response on the likelihood question. Similar relationships possibly existed relative to the time frame question and relative to the should/should not question. All these possibilities suggest a potentially high correlation between the impact and likelihood results, the likelihood and time results, the impact and time results, and the likelihood results and percent who felt a change should occur.

When the responses on each of the 118 change statements are analyzed for correlations between impact and likelihood, 45 changes (or 38 percent) are found to have a significant positive correlation at the .001 level. At the .05 level, 72 changes (or 61 percent) have a significant positive correlation on impact and likelihood. A similar check was made of the correlation between the impact and time frame questions with the results showing only 3 changes (or 2 percent) having a significant negative correlation at the .05 level. The correlation between the likelihood and time responses was found to have 23 changes (or 16 percent) significant at the .001 level and 46 changes (or 38 percent) significant at the .05 level. All of the likelihood-to-timeframe correlation coefficients are negative, indicating the panel felt a change would occur sooner if it was more likely to occur. The correlation between the likelihood results and the percent of the panel who felt a change should occur was analyzed and was found to be significant at the .001 level. This result adds support to the hypothesis that changes in higher education will take place when a critical mass of opinion develops that says the change should take place.

From these tests it can be concluded that the panel often did have difficulty in distinguishing between the impact or "should" questions verses the likelihood questions, but this was not true for the impact or likelihood questions versus the time questions.

Criteria Utilized in Analyzing the Survey Data

While the Delphi technique consists of a basic set of steps to follow in collecting data, no standard techniques exist for analyzing these data once they are collected. Analyses depend on the objectives of the study, the time frame in which the study is being conducted, and the viewpoint of the researcher conducting the study. For example, a professor of education, a state legislative analyst, and a federal staff member would probably follow different procedures in interpreting the results of the NCHEMS Delphi data. It should therefore be emphasized that the criteria established for the data analysis of the NCHEMS Delphi are only one of many possibilities that could be considered.

As this forecast is reviewed, it is likely some readers may want to make their own analysis and forecast using their own criteria. Summarized data for each of the panels subgroups responses to all 118 change statements are included in Appendix D to assist in such analyses.

In fact, a number of different forms of analyses were investigated and each provided useful insights. While interpretations are dependent upon the rationale utilized in analyzing the data, it is felt that the criteria for analysis described in this section yielded interpretations that would be largely consistent with those resulting from other logical analysis procedures.

In developing criteria for the analysis of the data from the NCHEMS Delphi, one of the first distinguishing characteristics of the change statements was that certain of the changes were stated in a form that was consistent with current trends while others were inconsistent with current trends. Several members of the NCHEMS staff assisted in classifying the change statements into these two categories. Of the 118 change statements, 89 were classified as consistent and 29 as inconsistent with current trends. The change statements in Appendix D are marked with a "CONSISTENT" or an "INCONSISTENT" below the change statement to indicate this classification. To check the classification, the mean values of the two groups of change statements were calculated for the impact, likelihood, and time questions. The results show the consistent statements having a higher likelihood of occurring, a higher impact, and an earlier time of occurrence. A second check on the classification was to look at the correlations between the means, medians, standard deviations, and interquartile ranges for the impact and likelihood questions. The results illustrated that in all four cases (means, standard deviation, median, and interquartile range) the consistent change statements were significantly correlated at the .05 level, but none of the inconsistent changes had a significant correlation at the .05 level. The inconsistent change statements show a negative correlation coefficient for the comparisons of standard deviation, median, and interquartile range, while the consistent statements were positively correlated. From these two checks it was concluded that the two groups of change statements do have different characteristics. It was further concluded that inconsistent change statements tend to be unreliable, and very little confidence was placed in the data collected relative to these statements.

In the analysis it was quickly recognized that change statements were often difficult to interpret independently, and many additional insights were gained by grouping the change statements and viewing the data in a collective rather than isolative fashion. For example, a natural group of statements to look at is those with high likelihood and high impact. While knowledge of the changes that will occur is important, interest can also center around the group of changes that are least likely to occur. Several other groupings include those changes having only high impact, the changes occurring after 1980, the changes that the panel felt should occur and those that they felt should not, and the changes most promoted by major forces in education and those most hindered by the same forces. Finally a grouping by similar change statements, such as collective bargaining, tenure, faculty workload, etc., permitted interpretations that would have otherwise been overlooked.

This last grouping by similar statements depends on an ability to group changes into a useful taxonomy of higher education. Many different taxonomies were considered, and the one that was considered to be most appropriate was based on the following six areas of higher education:

1. Access and Participation
2. Competence and Performance
3. Educational Structure (with subcategories: program content, administration, students, faculty, and technology)
4. Resource Availability
5. Planning and Management
6. Non-Traditional Education

It should be noted that analytic approaches can be used in grouping the change statements. In a separate analysis of the NCHEMS data, Arney (1972) uses canonical analysis to identify groups of statements which are quite similar to the above taxonomy.

When calculating the group of change statements that would occur after 1980, or those that the panel felt should occur, the calculations were straightforward, but the analysis of the groups of similar change statements involved calculating statistics for each group (or subcategory in the case of educational structures). Means and standard deviations were calculated for all change statements within the group, along with the differences between the likelihood and impact means for the group and the mean expected date that change would occur, calculated across all statements in the group. These statistics provided the basis for comparing and analyzing changes in terms of broad areas of concern in higher education.

It was also necessary to utilize group statistics in order to make relative comparisons between individual change statements within a particular group of similar statements. Intragroup analyses provide important interpretations concerning the significance of individual changes relative to each other. For example, key questions ride on whether one change statement in the area of Access and Participation (e.g., "more high school graduates will delay to postsecondary education") is more likely than another change statement in this same area (e.g., "the proportion of part-time students will increase"). These kinds of comparisons were facilitated by arranging all change statements within a group on a scale with the mean value of the group shifted to the zero point on the scale.

Table 4 shows the group mean value (5.3 in the case of Access and Participation) on the zero point of this scale. All change statements in this group are shown in their relative positions. The change statements in Table 4 are written in an abbreviated form (the complete change statements and summary information are shown in Appendix A).

Five levels of impact and likelihood were then specified as very low, low, moderate, high, and very high by setting the bounds between these levels. The bounds set as shown in Table 4 classify 14 percent of the consistent changes as very low in likelihood relative to other changes, 19 percent as low, 33 percent as moderate, 23 percent as high, and 11 percent as very high in likelihood.

In a similar fashion bounds were set classifying five levels of impact. Since the impact scores were less dispersed the impacts bounds differ from those used in the likelihood classification but the impact bounds were set to obtain a percentage reasonably similar to the likelihood groups. The percent in the very low impact group is 7 percent, the low group 25 percent, the moderate group 37 percent, the high group 24 percent, and 8 percent in the very high impact classification.

TABLE 4

Classification of Similar Changes Into Likelihood Levels

	Group of Similar Changes on Access and Participation	Change Statement Mean Value on the Likelihood Question		Revised Scale	Relative Level of Likelihood
	(Abbreviated change statements.)				
69	Students involved in continuing education will increase	6.1		+.8	Very High
73	Number of commuting students will increase	5.9		+.6	
75	Part-time students will increase				
15	Vocational programs will increase	5.8			High
67	Postsecondary education more accessible			+.4	
27	Professional education will increase	5.6			
93	Private institutions will decrease	5.5		+.2	
117	Increasing opportunities regardless of sex, race, etc.	5.3	Mean Value for the Group	0	Moderate
78	Larger proportion of high school graduates will enter	5.1		-.2	
80	Enrollment limits will increase				
71	Institutions will compete for students	5.0			
38	Associate degrees will increase				
33	Non-traditional education will increase	4.9		-.4	Low
				-.6	
77	High school graduates will delay entrance	4.6			
1	People will seek professional degree				Very Low
				-.8	

Analysis of Panel Agreement

Considering the diverse make-up of the panel, one might expect a wide range of opinion with little agreement among those with different occupations. Actually this is not the case, since the agreement across the occupations represented by panel participants was very great. Table 5 presents the panel subgroups ranked by overall agreement on the impact, likelihood, and time questions. For example, the highest agreement on the impact questions over all 118 change statements was between the regional subgroup and the administration subgroup. The highest agreement over all of the change statements on the impact, likelihood, and time questions was found among the panel members working in regional agencies, state governments, institutional administration, and faculty. Although the order changes slightly as to which of the subgroups was in closest agreement, these combinations were consistently above other subgroup combinations in agreement. The few areas in which significant difference of opinion did exist were found between students and either federal, state, or national education associations on the impact and likelihood questions. On the time question the federal panel members were significantly different from others in saying changes would occur earlier.

TABLE 5

PANEL SUBGROUPS RANKED BY AGREEMENT

AGREEMENT	IMPACT	LIKELIHOOD	TIME
HIGH	REGIONAL-ADMINISTRATION	REGIONAL-ADMINISTRATION	ADMINISTRATION-STATE
	ADMINISTRATION-STATE	ADMINISTRATION-STATE	REGIONAL-ADMINISTRATION
	REGIONAL-STATE	FACULTY-ADMINISTRATION	REGIONAL-STATE
	FACULTY-ADMINISTRATION	REGIONAL-STATE	FACULTY-STATE
			FEDERAL-REGIONAL
			FEDERAL-STATE
	STUDENTS-FEDERAL	STUDENTS-STATE	FEDERAL-FACULTY
	STUDENTS-STATE	STUDENTS-FACULTY	
	EDUCATIONAL ASSOCIATIONS-FEDERAL	STUDENTS-FEDERAL	FEDERAL-STUDENTS
LOW	STUDENTS-EDUCATIONAL ASSOCIATIONS	STUDENTS-EDUCATIONAL ASSOCIATIONS	FEDERAL-EDUCATIONAL ASSOCIATIONS

In comparing the subgroups only twenty-seven cases exist where there was a statistically significant difference of opinion between two subgroups on the impact, likelihood, or time questions. That only twenty-seven such cases exist is significant in itself, since this is twenty-seven out of more than 17,000 comparisons (seven subgroups compared two at a time on the three questions over 118 change statements). Table 6 shows several of the change statements in which a significant difference of opinion did exist. All twenty-six of the change statements in which a significant difference existed are shown in Appendix C. The format in Table 6 and in Appendix C presents the change statement, the two subgroups that had different opinions, and the question on which they differed. The first subgroup listed had a response value on the particular question higher than the second subgroup. For example, in change statement 51 of the survey, a difference of opinion existed about the likelihood of faculty freedom relative to workloads and activities. Students felt this was more likely than did the faculty, and yet the students felt it would have less impact than did the administration. In change statement 67 the federal panel members expressed the opinion that postsecondary education would be more readily accessible to all, while the students thought this would have lower likelihood.

The same relationship existed on change statement 78, where the federal panel members felt a larger proportion of high school graduates would enter postsecondary education, but the students did not agree. In the question on the likelihood of categorical aid, the faculty said "highly likely" and the federal panel members said "very low likelihood." State spokesmen felt

TABLE 6

PANEL SUBGROUPS WITH DIFFERENT OPINIONS

CHANGE STATEMENT	SUBGROUPS THAT DIFFER		QUESTION
	HIGH	LOW	
51. THE FACULTY WILL HAVE GREATER FREEDOM RELATIVE TO WORKLOADS AND ACTIVITIES.	ADMINISTRATION STUDENTS	STUDENTS FACULTY	IMPACT
67. POSTSECONDARY EDUCATION WILL BE MORE READILY ACCESSIBLE FOR ALL.	FEDERAL	STUDENTS	LIKELIHOOD
78. A LARGER PROPORTION OF HIGH SCHOOL GRADUATES WILL ENTER POSTSECONDARY EDUCATION.	FEDERAL	STUDENTS	LIKELIHOOD
112. THE FEDERAL GOVERNMENT WILL INCREASINGLY EMPHASIZE FUNDING SPECIFIC PROGRAMS (CATEGORICAL AID).	FACULTY	FEDERAL	LIKELIHOOD
118. OPERATIONS AND ADMINISTRATION IN POSTSECONDARY EDUCATION WILL BECOME MORE CONSOLIDATED AND CENTRALLY CONTROLLED.	EDUCATION	STATE	IMPACT

centralized control of operations and administration would have moderate impact while the national education association members said it would have high impact.

From the complete listing of the twenty-six changes with a difference of opinion in Appendix C, we find the students involved in 77 percent of the disagreement, and 85 percent of these cases involve differences between students and federal panel member or students and national education associations.

CHAPTER 4

THE SURVEY RESULTS

Who Says Change Will Occur?

The first result to look at presents an interesting note about which subgroups feel changes are most likely to occur with a great impact and at an earlier time. When the panel subgroups are ranked on the basis of a combined high impact, high likelihood, and earliest time score, as shown in Table 7, the order of the panel subgroups is from federal down through the organizational levels to the students with the federal members saying more can be done at an earlier time and with a great impact.

Table 7

THE OPINION OF PANEL SUBGROUPS RANKED BY HIGH IMPACT, HIGH LIKELIHOOD, AND EARLIEST TIME

Highest Impact and Likelihood, Earliest Time	Federal
	National Education Associations
	Regional Organizations
	State
	Department Chairmen and Faculty
Lowest Impact and Likelihood, Latest Time	Students

In What Areas Will Change Occur?

Let us consider the relationship of the total panel's opinions about which of the six areas will most likely see changes occur, which will have the greatest impact, and which will occur first. Table 8 shows that changes in planning and management are the most likely to occur and that the educational structure is least likely to change.

Considering the impact of changes, the panel felt changes in planning and management would have the highest impact and changes in the educational structure the least impact. The only difference between impact and likelihood are that changes in access and participation are second in likelihood, and that changes in resource availability will have greater impact. The panel's responses forecast changes in access and participation occuring earliest and changes in competence and performance occuring last. One possible reason that changes in competence and performance will occur later than other changes is that this is the only area in which the panel consistently identified one force (the faculty) as most hindering change.

Table 8

TOTAL PANEL OPINION BY GROUPS OF CHANGE STATEMENTS

HIGH IMPACT	HIGH LIKELIHOOD	EARLY TIME
Planning and Management	Planning and Management	Access and Participation
Resource Availability	Access and Participation	Resource Availability
Competence and Performance	Competence and Performance	Planning and Management
Non-Traditional Education	Non-Traditional Education	Educational Structures
Access and Participation	Resource Availability	Non-Traditional Education
Educational Structures	Educational Structures	Competence and Performance
LOW IMPACT	LOW LIKELIHOOD	LATER TIME

What Are The Most Likely Changes?

Tables 9 through 17 present the changes grouped by similar panel responses, such as most likely, least likely, changes after 1980, and changes the panel felt should occur. The results are presented with the authors interpretation and comparison to selected writings that give other opinions or forecasts about certain changes.

To arrive at the results shown in Table 9, changes were selected which would have very high likelihood or impact and which were also high on impact or likelihood. The expected date of occurrence is presented for each change. The data on the "should/should not" question are presented as the percent of the panel responding that they felt a given change should occur. The "promote or hinder" question is also tabulated by listing the groups which the highest percent of the panel thought would promote or hinder the change. Several interesting items appear in this table. For example, one of the two changes that is very high in impact and likelihood has 99 percent of the panel in favor of students being involved in continuing education throughout their lifetime. The other very high impact-likelihood question finds the majority of the panel against faculty collective bargaining.

Table 10 presents other change statements which were predicted to have a very high likelihood of occurrence but were not predicted to have a high or very high impact. An interesting comparison can be made between the 12 highly likely changes found in Tables 9 and 10 and the events ranked as the top ten in probability as found in the Caffrey prediction (1969). Only one prediction is ranked as highly likely in both forecasts: "The *in loco parentis*

Table 9

STATEMENTS WITH HIGH IMPACT THAT ARE HIGHLY LIKELY TO OCCUR

	CHANGE STATEMENT	LIKELIHOOD	IMPACT	EXPECTED DATE OF CHANGE	% RESPONDING SHOULD OCCUR	MOST PROMOTED BY:	MOST HINDERED BY:
15	The proportion of students in postsecondary vocational programs will increase.	High	Very High	1977	97	Industry	Private Inst.
16	The use of TV, computers, and new technologies in postsecondary instruction will increase.	Very High	High	1979	97	Industry	Faculty
31	Social problems will receive increased attention.	Very High	High	1977	95	Students	Industry
58	Faculty collective bargaining will become more widely adopted.	Very High	Very High	1978	42	Faculty	Public Inst.
67	Postsecondary education will be more readily accessible to all.	High	Very High	1978	97	Federal	Private Inst.
69	The number of students involved in continuing education throughout their lifetime will increase (caused by retraining, dropping in and out, etc.)	Very High	Very High	1978	99	Students	State
100	Scrutiny by funding sources as to how well resources are being utilized will increase.	Very High	High	1976	95	State	Public Inst.

Table 10

OTHER STATEMENTS WITH VERY HIGH LIKELIHOOD OF OCCURRENCE

	CHANGE STATEMENT	LIKELIHOOD	IMPACT	EXPECTED DATE OF CHANGE	% RESPONDING SHOULD OCCUR	MOST PROMOTED BY:	MOST HINDERED BY:
70	Less student housing will be provided by postsecondary education institutions.	Very High	Moderate	1977	84	Students	Private Inst.
79	Mens institutions and womens institutions will increasingly become coeducational.	Very High	Very Low	1977	89	Students	Private Inst.
87	Postsecondary education will be the topic of more research and development activities.	Very High	Moderate	1979	91	Federal	Faculty
89	The in loco parentis responsibility will become less prevalent.	Very High	Low	1976	90	Students	State
105	Postsecondary education facilities will be used more hours in the day and more days in the year.	Very High	Moderate	1977	98	State	Faculty

responsibility will become less prevalent." Two of the top ten in the Caffrey predictions are forecast as very low in likelihood by the Delphi panel. The first of these comparisons is "Faculty participation in major aspects of academic governance will become a widely accepted practice," versus statement 55, which was very low in likelihood: "The faculty will play an increased role in the governance of their institution." The second comparison is between, "In most undergraduate curricula, the number of required courses will decline to permit more electives and individualized programs" and statement 42, which was very low in likelihood: "Undergraduate education will become less specialized".

Table 11 considers all 13 change statements that have a very low likelihood of occurrence. Some changes do not include data for the should/should not or promote-hinder questions because these changes were omitted from the Round V questionnaire to reduce the panel workload. In a comparison of the 13 statements with a very low likelihood of occurrence to the events ranked as the bottom ten in the Caffrey predictions, none of the statements are the same, and two of the Caffrey bottom ten correspond to very highly likely Delphi predictions. The first comparison is "Faculty collective bargaining will become widely adopted as a method of determining faculty salaries and conditions of employment," versus statement 58, which was very highly likely: "Faculty collective bargaining will become more widely adopted." The second comparison is "Support from all sources for the humanities and social sciences will be as great as for the natural sciences," versus statement 31, "Social problems will receive increased attention," which was very highly likely, and statement 6, "Public service will become a more important function of postsecondary," which is rated highly likely.

Table 11

STATEMENTS WITH VERY LOW LIKELIHOOD OF OCCURRENCE

	CHANGE STATEMENT	LIKELIHOOD	IMPACT	EXPECTED DATE OF CHANGE	% RESPONDING SHOULD OCCUR	MOST PROMOTED BY:	MOST HINDERED BY:
1	A larger absolute number of people will seek an advanced or professional degree.	Very Low	Low	1978	78	Students	State
11	Formal accreditation of programs and institutions will become less important.	Very Low	Low	--	--	--	--
21	Degree granting institutions will become more alike.	Very Low	Very Low	--	--	--	--
40	Emphasis placed on ethnic studies will increase.	Very Low	Very Low	--	--	--	--
42	Undergraduate education will become less specialized.	Very Low	Low	1980	63	Students	Faculty
44	The emphasis in postsecondary education will be on techniques and processes for learning rather than subject matter.	Very Low	Moderate	1982	69	Students	Faculty
49	The use of psycho-pharmacy and psycho-electronics to induce and augment learning will increase.	Very Low	Moderate	1984	43	Students	Faculty
55	The faculty will play an increased role in the governance of their institution.	Very Low	Low	1978	54	Faculty	Public Inst.
76	Services rendered to students (i.e., recreation, health, counseling) will decrease.	Very Low	Low	1978	39	State	Students

Table 11 (Continued)

STATEMENTS WITH VERY LOW LIKELIHOOD OF OCCURRENCE

CHANGE STATEMENT	LIKELIHOOD	IMPACT	EXPECTED DATE OF CHANGE	% RESPONDING SHOULD OCCUR	MOST PROMOTED BY:	MOST HINDERED BY:
77 More high school graduates will delay entrance to postsecondary education.	Very Low	Low	1979	72	Students	Industry
92 Participative decision making within postsecondary education institutions will increase.	Very Low	Very Low	1979	84	Faculty	State
94 Regional organizations will have increased influence over postsecondary education.	Very Low	Low	1981	50	Non-government agencies	Public Inst.
99 Postsecondary education will receive a broader base of financial support.	Very Low	Moderate	1980	96	Public Inst.	State

Table 12

OTHER CHANGES THAT WOULD HAVE VERY HIGH IMPACT

	CHANGE STATEMENT	LIKELIHOOD	IMPACT	EXPECTED DATE OF CHANGE	% RESPONDING SHOULD OCCUR	MOST PROMOTED BY:	MOST HINDERED BY:
12	Use of individualized instruction will increase.	Moderate	Very High	1979	96	Students	Faculty
14	Student progress will be measured by competency and not time.	Moderate	Very High	1981	97	Students	Faculty
82	The federal government will move toward a master plan for postsecondary education.	Low	Very High	1983	49	Federal	Public Inst.

Table 12 shows the three statements which the panel identified as having a very high impact, but not a high likelihood of occurrence.

Table 13 presents those two changes that are highly likely to occur in the most distant future. In general, if the panel thought the change was highly likely to occur, they also felt that it would occur in the not too distant future. An interesting observation which can be made in view of this data is that the time horizon that was used by the panel turned out to be five to ten years rather than the ten to twenty years we were suggesting when we posed the Round I question.

Table 14 presents the 12 change statements that at least 97 percent of the panel felt should occur, along with the information concerning the impact, likelihood, time frame, should/should not, and promote-hinder questions. The 10 change statements that at least 50 percent of the panel felt should not occur are shown in Table 15. The should not occur column gives the percent of the panel that felt this change should not occur. Tables 16 and 17 present the changes most promoted and most hindered by specific forces having influence on higher education. It is interesting to note that this cut at the data suggests that self interest will dominate (state will promote state interests, faculty will promote faculty interests, etc.)

Table 13

HIGH LIKELIHOOD CHANGES OCCURRING AFTER 1980

	CHANGE STATEMENT	LIKELIHOOD	IMPACT	EXPECTED DATE OF CHANGE	% RESPONDING SHOULD OCCUR	MOST PROMOTED BY:	MOST HINDERED BY:
50	Future physical facilities will be more flexible and versatile.	High	Moderate	1980	97	State	Faculty
109	Planning in postsecondary education will include an analysis of outcomes as well as an analysis of inputs.	High	High	1981	98	State	Faculty

Table 14

CHANGES THAT THE LARGEST PERCENTAGE
OF THE PANEL FELT SHOULD OCCUR

	CHANGE STATEMENT	LIKELIHOOD	IMPACT	EXPECTED DATE OF CHANGE	% RESPONDING SHOULD OCCUR	MOST PROMOTED BY:	MOST HINDERED BY:
69	The number of students involved in continuing education throughout their lifetime will increase (caused by retraining, dropping in and out, etc.).	Very High	Very High	1978	99	Students	State
117	Increasing opportunities and responsibilities will be available for all regardless of sex, race, etc.	Moderate	Low	--	99	Federal	Private Inst
72	The ease of transferability of credit from one institution to another will increase.	High	Moderate	1979	98	Students	Faculty
90	Coordination within postsecondary education will increase.	High	High	1978	98	State	Private Inst
105	Postsecondary education facilities will be used more hours in the day and more days in the year.	Very High	Moderate	1977	98	State	Faculty
109	Planning in postsecondary education will include an analysis of outcomes as well as an analysis of inputs.	High	High	1981	98	State	Faculty
27	Enrollments in professional education (e.g., law and medicine) will increase.	High	Moderate	1977	98	Federal	State
108	Institutions will increasingly share resources (i.e., library, faculty, facilities, equipment)	High	Moderate	1979	98	State	Faculty

Table 14 (Continued)

CHANGES THAT THE LARGEST PERCENTAGE OF THE PANEL FELT SHOULD OCCUR

	CHANGE STATEMENT	LIKELIHOOD	IMPACT	EXPECTED DATE OF CHANGE	% RESPONDING SHOULD OCCUR	MOST PROMOTED BY:	MOST HINDERED BY:
14	Student progress will be measured by competency and not time.	Moderate	Very High	1981	97	Students	Faculty
16	The use of TV, computers, and new technologies in postsecondary instruction will increase.	Very High	High	1979	97	Industry	Faculty
83	Use of new management and planning techniques in postsecondary education will increase.	High	High	1977	97	State	Faculty
67	Postsecondary education will be more readily accessible.	High	Very High	1978	87	Federal	Private Inst

Table 15

CHANGES THAT THE LARGEST PERCENTAGE OF THE PANEL FELT SHOULD NOT OCCUR

	CHANGE STATEMENT	LIKELIHOOD	IMPACT	EXPECTED DATE OF CHANGE	% RESPONDING SHOULD NOT OCCUR	MOST PROMOTED BY:	MOST HINDERED BY:
88	Governmental control of private institutions will increase.	Low	High	1980	72	Federal	Private Inst.
98	The proportion of tax-dollars allocated to support postsecondary education will decline as a result of competitive public demands.	Low	High	1977	69	State	Public Inst.
76	Services rendered to students (i.e., recreation, health, counseling) will decrease.	Very Low	Low	1978	61	State	Students
58	Faculty collective bargaining will become more widely adopted.	Very High	Very High	1978	58	Faculty	Public Inst.
49	The use of psycho-pharmacy and psycho-electronics to induce and augment learning will increase.	Very Low	Moderate	1990	57	Students	Faculty
106	Students will pay a greater proportion of the cost of postsecondary education.	Moderate	Low	1978	54	State	Students
91	The distinction between public and private institutions will diminish at an increasing rate.	Moderate	Low	1981	54	State	Private Inst.
5	Research will become a less important function of postsecondary education.	Low	Moderate	1981	53	State	Faculty

Table 15 (Continued)

CHANGES THAT THE LARGEST PERCENTAGE OF THE PANEL FELT SHOULD NOT OCCUR

CHANGE STATEMENT	LIKELIHOOD	IMPACT	EXPECTED DATE OF CHANGE	% RESPONDING SHOULD NOT OCCUR	MOST PROMOTED BY:	MOST HINDERED BY:
85 State-level agencies will have increased control over postsecondary education.	High	High	1977	53	State	Faculty
82 The federal government will move toward a master plan for postsecondary education.	Low	Very High	1983	53	Federal	Public Inst.

Table 16

CHANGES MOST PROMOTED BY EACH SUBGROUP

	CHANGE STATEMENT	LIKELIHOOD	IMPACT	EXPECTED DATE OF CHANGE	% RESPONDING SHOULD OCCUR	MOST PROMOTED BY:	MOST HINDERED BY:
82	The federal government will move toward a master plan for postsecondary education.	Low	Very High	1983	47	Federal	Public Inst.
85	State-level agencies will have increased control over postsecondary education.	High	High	1977	47	State	Faculty
94	Regional organizations will have increased influence over postsecondary education.	Very Low	Low	1981	50	Non-Govt. Regional Agencies	Private Inst.
33	Organizations other than colleges and universities will provide an increased amount of postsecondary education.	Moderate	Moderate	1981	82	Industry	Faculty
74	Students will increasingly organize and lobby to promote students' interests.	Moderate	High	1977	70	Students	State
55	The faculty will play an increased role in the governance of their institution.	Very Low	Low	1978	54	Faculty	Public Inst.
99	Postsecondary education will receive a broader base of financial support.	Very Low	Moderate	1980	96	Public Inst.	State
103	State aid to private institutions will increase.	Moderate	Moderate	1978	76	Private Inst.	Public Inst.
33	Organizations other than colleges and universities will provide an increased amount of postsecondary education.	Moderate	Moderate	1981	82	Proprietary Inst.	Private Inst.

Table 17

CHANGES MOST HINDERED BY EACH SUBGROUP

	CHANGE STATEMENT	LIKELIHOOD	IMPACT	EXPECTED DATE OF CHANGE	% RESPONDING SHOULD OCCUR	MOST PROMOTED BY:	MOST HINDERED BY:
113	The federal government will increasingly emphasize general aid to postsecondary education.	Very Low	Low	1979	81	Federal	Federal
96	The difference between in-state and out-of-state tuition will disappear.	Low	High	1982	67	Federal	State
27	Enrollments in professional education (e.g., law and medicine) will increase.	High	Moderate	1977	98	Federal	Non-Govt. Regional Agencies
31	Social problems will receive increased attention.	Very High	High	1977	95	Students	Industry
106	Students will pay a greater proportion of the cost of postsecondary education.	Moderate	Low	1978	46	State	Students
61	Faculty will have increased teaching loads.	High	Moderate	1977	74	Students	Faculty
98	The proportion of tax dollars allocated to support postsecondary education will decline as a result of competitive public demands.	Low	High	1977	31	State	Public Inst.
88	Governmental control of private institutions will increase.	Low	High	1980	29	Federal	Private Inst.
99	Postsecondary education will receive a broader base of financial support.	Very Low	Moderate	1980	96	Public Inst.	Proprietary Inst.

WHAT ARE THE CHANGES?

Tables 18 through 28 present the changes grouped into the general taxonomy areas of higher education. The tables show the relative level of likelihood and the relative level of impact for each of the changes in a group. For example, in Table 18 change number 73 has a mean value of 5.9 on the likelihood question and a mean value of 4.8 on the impact question. This classifies change statement 73 as having a high likelihood relative to that of other changes in access and participation, and as having a low impact relative to the impact of other access and participation changes.

The changes grouped into the same general taxonomy areas of higher education are presented in numerical order in Appendix A. The summarized data in Appendix A show the relative impact and likelihood levels, and also the results for the time, should/should not, and promote-hinder questions.

Looking at the changes in access and participation, the forecast says it is highly likely (relative to other changes) that more students will be part-time commuting students who are involved in continuing education throughout their lifetime. The universities' potential to respond to the needs of part-time students is now being examined. A University of California report (1971) called Degree Programs for the Part-time Student: A Proposal asks the university to make its programs more available, its facilities more accessible, and its support services more convenient to qualified students wishing to study part-time.

TABLE 18

CHANGES IN THE GROUP: ACCESS AND PARTICIPATION

Group of Similar Changes on Access and Participation	Change Statement Mean Value on the Likelihood Question	Revised Likelihood Scale	Relative Level of Likelihood	Change Statement #	Change Statement Mean Value on the Impact Question	Revised Impact Scale	Relative Level of Impact
		+1.2				+1.2	
		+1.0				+1.0	
69 The number of students involved in continuing education throughout their lifetime will increase (caused by re-training, dropping in and out, etc.).	6.1	+ .8	Very High			+ .8	Very High
				69	5.7		
73 The number of commuting students attending institutions of postsecondary education will increase.	5.9	+ .6		15, 67	5.6	+ .6	
75 The proportion of part-time students will increase. 15 The proportion of students in postsecondary vocational programs will increase. 67 Postsecondary education will be more readily accessible to all.	5.8	+ .4	High			+ .4	High
27 Enrollments in professional education (e.g., law and medicine) will increase.	5.6	+ .2				+ .2	
93 The number of degree granting private institutions will decrease.	5.5			33	5.1		
117 Increasing opportunities and responsibilities will be available for all regardless of sex, race, etc.	5.3	0	Moderate	27, 80	5.0	0	Moderate
				75, 78	4.9		
78 A larger proportion of high school graduates will enter postsecondary education.	5.1	- .2		73, 71	4.8	- .2	
80 Enrollment limits will increasingly be placed on postsecondary education institutions. 71 Institutions will compete more for students. 38 The demand for associate degrees will increase.	5.0			1, 77, 38	4.7		
		- .4	Low	117	4.6	- .4	Low
		- .6				- .6	
77 More high school graduates will delay entrance to postsecondary education. 1 A larger absolute number of people will seek an advanced or professional degree.	4.6		Very Low				Very Low
		- .8		93	4.2	- .8	
		-1.0				-1.0	
		-1.2				-1.2	
		-1.4				-1.4	
		-1.6				-1.6	

The forecast also sees a relatively high likelihood for an increase in the proportion of students in postsecondary vocational programs and an increase in the accessibility of education for all. The movement toward equal opportunity in American higher education dates back to the Morrill Act of 1862, which encouraged the establishment of land-grant colleges designed to emphasize vocational training, as discussed by Karabel (1972). In 1936 Furnas forecast in The Next Hundred Years:

> Every person has a right to expect an adequate education for himself and his children, one which is in full keeping with his mental ability and aptitudes whatever his social position. It is right to expect that this should be supported by the public pocket, though of course the educated man must realize that he must contribute when he arrives at the age and position of accomplishment. Higher education, including professional, should be readily available for those who can qualify. Each person should have his mental activities guided until he has reached his ceiling. Perhaps there should be many more technical and trade schools. There should be more opportunities for adult education, for many an older man and woman thirsts for knowledge. Educational leaders have never agreed upon what constitutes education, but whatever it may be, it should be available for all to the degree to which it can be absorbed.

With these initial efforts so long ago, it may seem strange that today accessibility and vocational programs are still a forecast for the future. Yet, these two forecasts are now part of a new priority, as expressed by Federal Education Commissioner Marland (1972):

> Educational opportunity should not be artificially confined to the first third of one's life. It should, instead, be accessible to men and women as they want and need it to allow growth and change throughout their lives. . . . In high school and postsecondary education, children need the opportunity to learn specific skills to lead them to meaningful employment.

And in a scenario on alternate U.S. futures in the '70s and '80s, Kahn and Briggs (1972) see:

> Support for tax reforms and for meeting the nutritional, medical, and educational needs of the children of the poor could be stronger and more effective than today. Education in general, as our traditional means for class mobility--and class definition--could receive increased attention, although one would suppose that today's educational philosophy would undergo modification in the direction of stressing competition, vocational training (possibly), and moral training also.

These forecasted changes are in part fullfilment of the Carnegie Commission's goals of open access to all public community colleges as stated in The Open-Door Colleges (1970) and in A Chance to Learn (1970) as the Commission proposes:

> That all economic barriers to educational opportunity be eliminated, thus closing the present probability differentials for college access and completion, and graduate school access and completion, among groups of equal academic ability but unequal family income level.
>
> That the curriculum and the environment of the college campus not remain a source of educational disadvantage or inequity; that questions of cultural balance no longer be a source of eruptions.
>
> That substantial progress be made toward improvement of educational quality at levels prior to higher education, and toward provision of universal access to higher education where it is not available.

As the country moves toward this increased accessibility, Cross (1971) points out,

> it is the lower-half students who constitute the available reservoir of new students to higher education: poor students academically and--more often than not--poor students finalicially.

This agrees with the first of 85 theses presented by the University of Massachusetts Assembly on University Goals and Governances (1971):

> Higher education is currently available to over 8 million Americans, but not to the very poor. . . . Financial aids in the past went largely to upward-mobile young people who soon became indistinguishable from the majority. . . . The failure to educate students of low-income families, whatever their race or ethnic origin, ought to be countenanced.

The Newman Task Force (1971) points out that access should not only be permission to enter college, but also access to a degree, access to sound career choices, and continuing access to reentry at any age.

The future events that will bring about this increased opportunity for education for all Americans, are listed by White (1967):

> (1) The federal government will emerge with primary responsibility for adult education.
>
> (2) More institutions of higher education will offer advanced degrees in adult education.
>
> (3) By 1980, 20 percent of the adult population will be committed to at least one program of part-time study.
>
> (4) Adults will be paid to go to school as an ordinary practice.
>
> (5) Adult education will emerge as a major concern of social scientists.
>
> (6) "Easier learning in less time," made possible by educational technology, will enjoy a brief period of general enthusiasm by the educational scientist.

(7) The community college will emerge as the fastest-growing segment of adult education.

(8) The adult education association will gain enormous strength as the national association of all adult educators.

(9) Comparative adult education will become a favorite study of professional adult educators.

(10) A concern for values will require assistance of philosophers in developing curriculum.

These forecast changes in the areas of access and participation fall in line with the report of the University of Massachusetts Assembly on University Goals and Governance (1971) which sought answers to the following five questions: (1) Who will attend? (2) What will they be taught? (3) Where will they study? (4) When in their lives will they participate? (5) How will the institution serve the Commonwealth of Massachusetts beyond its students? Their answers to these questions were:

(1) The university should provide an education for anyone in the state who desires one;

(2) the students should be taught what they want to learn and emphasise should be put on individual majors;

(3) the university should expand and go to the student rather than having the student come to it in many cases;

(4) persons of all ages should be allowed to participate in higher education and emphasis should be placed on adult education;

(5) the university should provide a diversity of educational opportunities and institutions for the benefit of the commonwealth as a whole.

TABLE 19

CHANGES IN THE GROUP: COMPETENCE AND PERFORMANCE

Group of Similar Changes on Competence and Performance	Change Statement Mean Value on the Likelihood Question	Revised Likelihood Scale	Relative Level of Likelihood	Change Statement #	Change Statement Mean Value on the Impact Question	Revised Impact Scale	Relative Level of Impact
		+1.2				+1.2	
		+1.0				+1.0	
		+ .8	Very High			+ .8	Very High
		+ .6		14	5.8	+ .6	
3 Certification of student competencies will be increasingly possible other than through formal academic programs.	5.6		High	3	5.7		High
25 The manpower needs of society will receive increased attention.	5.4	+ .4				+ .4	
14 Student progress will be measured by competency and not time.	5.3	+ .2		19	5.4	+ .2	
19 Student experience (work, service) in the nonacademic community will be increasingly accepted for academic credit	5.2			25	5.3		
26 The length of time required to obtain a bachelors degree will decrease.	5.1	0	Moderate	26	5.2	0	Moderate
				2	5.1		
		- .2				- .2	
39 Emphasis on grades will decrease.	4.8						
37 The demand will increase for additional types of intermediate degrees between the bachelor and doctoral levels.	4.7	- .4	Low	37	4.8	- .4	Low
				39	4.7		
2 Our national society will place less value on all college degrees.	4.5	- .6				- .6	
			Very Low				Very Low
		- .8				- .8	
		-1.0				-1.0	
		-1.2				-1.2	
		-1.4				-1.4	
		-1.6				-1.6	

In Table 19 the changes in competence and performance show that certification of student competencies will be increasingly possible through other than formal academic programs. Spurr (1971) suggests two areas in which external certification can be added to supplement the system of internal certification: (1) establishing the practice of granting external degrees on the basis of examination of students who have not been enrolled at the university but who have met on their own the standard established by the university's faculty for its internal students, and (2) establishing of degree-granting interuniversity institutes of continuing education under the academic and fiscal control of the cooperating universities. For the individuals who fear these alternatives routes to obtaining credentials, the Newman Report (1971) reminds us that:

> Studies suggest that the men who get to the top in management have developed skills that are simply not taught by formal education. Finding problems and opportunities, initiating action, and following through to attain the desired results requires behavior which is neither measured by examinations nor developed by discussing in the classroom what someone else should do.
>
> There would be great humor in this situation where not so many individual lives so deeply affected. Colleges and universities are filled with people who seek only to be certified. Yet the grades and degrees these institutions issue are used as false currency in the employment market--they really testify to little about an individual's chance for success.

As with a number of the highly likely changes, competence-based certification is already occurring. It is one of the features of the new Minnesota Metropolitan State College discussed by Mitau (1971):

> It will be an institution that focuses on the needs of the city; there will be no formal campus, degrees will be competence-based; it will be in continual operation; and it primarily will be an upper-level college, admitting adults with 2 years of college or the equivalent in occupational training.

A complete description of this new type of college is given by Sweet (1971).

The structure of the educational system in Table 20 finds coordination within postsecondary education increasing. This coordination is not only between the existing colleges and universities but also, as Dean (1971) states it, among others as well:

> We need cooperation between trade schools and colleges and universities in regard to acceptance of credits and the offering of supplementary course work. To date, the whole system of post-secondary education has cooperated very little to supplement each other's efforts. I could foresee arrangements whereby colleges and universities would accept credits from vocational training schools and allow the student to take supplementary work for an associate or bachelor's degree. Also I could visualize a cooperative program between institutions of higher education and specialized training schools of close proximity, whereby facilities and resources are maximized for each, and the student benefits as a result.

Coordination between developing colleges and established colleges or universities has taken place, and in summarizing the proceedings of a conference on institutional cooperation in higher education, Howard (1967) concludes that "Interinstitutional cooperation among colleges of different levels of quality works and . . . . should be dramatically expanded."

The second notable change in educational structure is that state-level agencies will have increased control over postsecondary education. The

TABLE 20

CHANGES IN THE GROUP: THE STRUCTURE OF THE EDUCATIONAL SYSTEM

Group of Similar Changes on Educational Structure	Change Statement Mean Value on the Likelihood Question	Revised Likelihood Scale	Relative Level of Likelihood	Change Statement #	Change Statement Mean Value on the Impact Question	Revised Impact Scale	Relative Level of Impact
		+1.2				+1.2	
		+1.0				+1.0	
79 Mens institutions and womens institutions will increasingly become coeducational.	6.0	+ .8	Very High	82	5.8	+ .8	Very High
		+ .6				+ .6	
72 The ease of transferability of credit from one institution to another will increase. 90 Coordination within postsecondary education will increase. 85 State-level agencies will have increased control over postsecondary education.	5.6		High	85	5.5		High
108 Institutions will increasingly share resources (i.e., library, faculty, facilities, equipment).	5.5	+ .4		23	5.4	+ .4	
				90, 88	5.3		
23 The campus and nonacademic community will increasingly share resources (campus without walls).	5.3	+ .2				+ .2	
46 Cooperation between public and private institutions will increase.	5.2			108, 33	5.1		
	5.1	0	Moderate	72, 46	5.0	0	Moderate
33 Organizations other than colleges and universities will provide for increased amount of postsecondary education. 91 The distinction between public and private institutions will diminish at an increasing rate.	4.9	- .2				- .2	
88 Governmental control of private institutions will increase.	4.8			94, 91	4.7		
		- .4	Low			- .4	Low
82 The federal government will move toward a master plan for postsecondary education.	4.6						
		- .6				- .6	
94 Regional organizations will have increased influence over postsecondary education.	4.4		Very Low	21	4.3		Very Low
		- .8				- .8	
				79	4.0		
		-1.0				-1.0	
		-1.2				-1.2	
21 Degree granting institutions will become more alike.	3.7	-1.4				-1.4	
		-1.6				-1.6	

majority of the panel responding said this change should not occur which agrees with the Carnegie Commission report, The Capitol and the Campus, which recommends that:

> (1) Public and private institutions seek to establish guidelines clearly defining the limitations on state concern and state regulation or control.
>
> (2) A special commission on institutional independence be established within the American Council on Education; this commission, which consist of both ACE members and public members, would be assigned responsibility for reviewing external interference with institutional independence and issuing findings after such reviews.
>
> (3) Elected officials (unless elected for that specific purpose) not serve as members of governing boards of public institutions or coordinating agencies.
>
> (4) A system be developed to assure adequate screening and consultation prior to appointments to governing boards, regardless of who has the final authority to appoint.

The changes in program content, shown in Table 21, may seem to be only a shift in emphasis. If only a slight change occurs in the curriculum, this will be typical of past trends as identified by Ikenberry (1970) in a review of areas that have not changed, "such as the undergraduate curriculum," and Dressel (1969) in a review of 322 college and university catalogs which revealed that undergraduate curricular requirements have changed very little in ten years. One of the few published changes in this area is a new undergraduate curriculum for the University of Utah in which Engligh composition is the only required course (Gordon, 1970).

TABLE 21

CHANGES IN THE GROUP: PROGRAM CONTENT

Group of Similar Changes on Program Content	Change Statement Mean Value on the Likelihood Question	Revised Likelihood Scale	Relative Level of Likelihood	Change Statement #	Change Statement Mean Value on the Impact Question	Revised Impact Scale	Relative Level of Impact
		+1.2				+1.2	
		+1.0				+1.0	
31 Social problems will receive increased attention.	5.4	+ .8	Very High			+ .8	Very High
87 Postsecondary education will be the topic of more research and development activities.	5.3						
		+ .6				+ .6	
			High				High
6 Public service will become a more important function of postsecondary education. 36 The ~~emphasis on~~ upper division and graduate programs will increase in four-year colleges and universities.	5.0	+ .4				+ .4	
				31, 6, 36	5.1		
		+ .2		48	5.0	+ .2	
				5	4.9		
43 Graduate education will become more specialized.	4.6	0	Moderate	87	4.8	0	Moderate
		- .2				- .2	
				43	4.5		
48 The role of postsecondary education institutions as agents of change in the society will increase. 5 Research will become a less important function of postsecondary education.	4.2	- .4	Low	42	4.4	- .4	Low
		- .6				- .6	
40 Emphasis placed on ethnic studies will increase.	3.9		Very Low				Very Low
42 Undergraduate education will become less specialized.	3.8	- .8		40	4.0	- .8	
		-1.0				-1.0	
		-1.2				-1.2	
		-1.4				-1.4	
		-1.6				-1.6	

TABLE 22

CHANGES IN THE GROUP: ADMINISTRATION

Group of Similar Changes on Administration	Change Statement Mean Value on the Likelihood Question	Revised Likelihood Scale	Relative Level of Likelihood	Change Statement #	Change Statement Mean Value on the Impact Question	Revised Impact Scale	Relative Level of Impact
		+1.2				+1.2	
		+1.0				+1.0	
		+ .8	Very High			+ .8	Very High
		+ .6				+ .6	
		+ .4	High			+ .4	High
		+ .2				+ .2	
86 An increased proportion of administrative personnel will be recruited from nonacademic sources (e.g., business, government). 84 Administrators will play a larger role in the governance of this institutions.	4.8 4.7 4.6	0	Moderate	86, 84	4.8	0	Moderate
		- .2				- .2	
		- .4	Low			- .4	Low
		- .6				- .6	
		- .8	Very Low			- .8	Very Low
		-1.0				-1.0	
		-1.2				-1.2	
		-1.4				-1.4	
		-1.6				-1.6	

A second important aspect of the changes in program content involves the increased research and development on the topic of education. Clark (1967) presents one view of this:

> Educational R and D is coming of age. It is now central to the enterprise of educational practice, and the crude, fledgling regional laboratories are the first evidence of its organizational form. The look of the future in educational research will be composed of large, interagency centers housing large R and D operations. To participate effectively in such an R and D world, constitutent agencies will have to build and maintain resident R and D staffs of their own similar in form, perhaps, to the R and D centers sponsored for the past few years by the Office of Education.

In Table 23, the changes forecast for the faculty begin with the relatively highly likely issue of collective bargaining (while the related issue of eliminating faculty tenure has a relatively low likelihood). With today's headlines reading "Four-Year Colleges To Be Targets of Unionizers" (Semas, Chronicle of Higher Education, October 1972) and about 10 percent of the faculty members nationally represented by a bargaining group (Grobman, 1972), the high likelihood of collective bargaining is not to be doubted. Similar headlines, ("College Replaces Tenure With Five-Year Contracts," Chronicle of Higher Education, April 1972) would indicate a negative attitude toward tenure, which is now held by a majority of the publid and a strong minority within the teaching profession (Sherriffs, 1971):

TABLE 23

CHANGES IN THE GROUP: FACULTY

Group of Similar Changes on Faculty	Change Statement Mean Value on the Likelihood Question	Revised Likelihood Scale	Relative Level of Likelihood	Change Statement #	Change Statement Mean Value on the Impact Question	Revised Impact Scale	Relative Level of Impact
		+1.2				+1.2	
		+1.0				+1.0	
58 Faculty collective bargaining will become more widely adopted.	5.7						
		+ .8	Very High			+ .8	Very High
				58	5.7		
52 The faculty will have less freedom relative to workloads and activities.	5.4	+ .6				+ .6	
8 Teaching will become a more important function of postsecondary education.	5.3		High				High
61 Faculty will have increased teaching loads.	5.2	+ .4		54	5.5	+ .4	
		+ .2		8	5.3	+ .2	
				64	5.2		
63 The publish-or-perish concept will become less important.	4.8	0	Moderate		5.1	0	Moderate
64. The effectiveness of faculty as facilitators of learning in postsecondary education will increase.	4.7			61, 59, 62	5.0		
62 Fewer faculty members per student will be required for instructional activities (due to such factors as changing technology.	4.6	- .2		52, 63	4.9	- .2	
57 A larger proportion of the faculty will be part-time faculty.							
59 A larger proportion of the faculty will be recruited from nonacademic sources.	4.4	- .4	Low	57	4.7	- .4	Low
				55	4.6		
54 Faculty tenure will be eliminated.	4.2	- .6				- .6	
			Very Low				Very Low
		- .8				- .8	
55 The faculty will play an increased role in the governance of their institution.	3.9						
		-1.0				-1.0	
		-1.2				-1.2	
		-1.4				-1.4	
		-1.6				-1.6	

(1) Tenure has been the reason given to the public by institutions for their inability to cope with a highly visible though small number of extravagantly irresponsible faculty members. Management cannot "throw the rascals out" because of tenure. (And, by implication, they might if tenure were abondoned.)

(2) In some institutions, the faculty now claims the right to strike. The arguments for tenure for public employees vanish when those employees can bring an institution to a halt while the public is denied the right to withhold employment. And though the public was willing to grant tenure to a profession, it is unlikely to do so to a labor union.

(3) Most states now have legislation protecting public employees from capricious actions by employers. This, along with the many provisions for fair grievance procedures, has removed much of the original need for tenure.

(4) The public is currently dissatisfied with the effectiveness of education in primary and secondary schools as well as in higher education. Nationwide, efforts are under way to improve the situation. There is a growing realization that the key to effective education is the teacher. If the teacher is good, so is the product, if the teacher is bad, no matter what you pay him or what fringe benefits you give him, the product is poor. I believe it is inevitable that systems of reward for merit rather than seniority will soon be universal. The public is unwilling to short-change its children. The tenure tradition cannot survive at the expense of our young.

This view is in sharp contrast to the forecast of the Delphi panel, and the main point may be to cause each of us to examine our own internal feelings concerning the elimination of tenure.

The other changes that have a relatively high likelihood concern faculty teaching loads, faculty freedom, and the importance of teaching. The Carnegie Commission calls for these and other changes in "Reform on Campus";

> Despite the high level of general satisfaction with academic life, there are some changes that are strongly desired by students and (where their opinions are also known) by faculty members. They include:
>
> > Improvement of teaching effectiveness and of the rewards for good teaching,
> >
> > Achievement of more "relevance" in the curriculum,
> >
> > Provision of more creative opportunities for students,
> >
> > Greater attention to the "emotional growth" of students.

Although the panel identified faculty as most hindering change in many of the change statements, it is important to note the difference studied by Wilson and Gaff (1970) between faculty who favor change and those who do not favor change:

> The faculty who favor change were more likely to see the purpose of college education as self-development in students, emphasized personalization in the educative process, held permissive views about student personal life, believed in a theory of teaching and learning emphasizing the selfmotivating power of students, and favored giving students significant roles in academic and social policymaking. They tended to be from the junior ranks, politically liberal, non-religious, and taught in the humanities or the social sciences. Thos opposed to academic change wanted students to acquire vocational and technical competence, deemphasized the need for close faculty-student relationship, emphasized external motivation, and opposed student participation in governance. Most were from the senior ranks, more conservative, and religious.

Table 24 lists student organizing and student governance as having relatively higher impact than other student changes, while being lower in relative likelihood. Robinson and Shoenfeld (1970) review the recent trends and institutional changes that indicate a growing student role in college and university administration. Even if student governance does not increase, communication among students, faculty, and administrators can be improved by taking into account three considerations offered by Mitau (1969):

> First, each campus should have an up-to-date table of organization that reveals the major decision-making agencies and responsible personnel. Second, each student leader should have a clear-cut understanding of his campus organization, and take responsibility for explaining it to his fellow students. Third, student leaders and faculty members should be continuously informed on the status of their suggestions, petitions, and requests in the campus governmental structure.

TABLE 24

CHANGES IN THE GROUP: STUDENTS

Group of Similar Changes on Students	Change Statement Mean Value on the Likelihood Question	Revised Likelihood Scale	Relative Level of Likelihood	Change Statement #	Change Statement Mean Value on the Impact Question	Revised Impact Scale	Relative Level of Impact
		+1.2				+1.2	
		+1.0				+1.0	
89 The in loco parentis responsibility will become less prevalent.	6.0						
		+ .8	Very High			+ .8	Very High
70 Less student housing will be provided by postsecondary education institutions.	5.8						
		+ .6				+ .6	
			High				High
		+ .4				+ .4	
				68, 74	4.8		
		+ .2				+ .2	
	5.1	0	Moderate	70	4.5	0	Moderate
74 Students will increasingly organize and lobby to promote student interests.	5.0						
		- .2		76	4.3	- .2	
		- .4	Low	89	4.1	- .4	Low
68 Students will play a larger role in the governance of their institution.	4.6						
		- .6				- .6	
			Very Low				Very Low
		- .8				- .8	
		-1.0				-1.0	
76 Services rendered to students (i.e., recreational, health, counseling) will decrease.	4.0						
		-1.2				-1.2	
		-1.4				-1.4	
		-1.6				-1.6	

Table 25 shows changes in educational technology with the use of TV, computers, and new technologies having relatively high likelihood. This can be compared with another view of the future by McHale (1969) which states:

> Education has, for example, been one of our more laggard institutions in regard. The response to change has been largely confined to the adoption of technologies that have been administratively convenient, with little attention to the radical nature of required educational changes in themselves.

The Delphi panel's opinion of technological change is supported and expanded on by Knezevich (1971):

> Educational strategies (traditionally called "methods of teaching" and sometimes "instructional media") in 1985 will bear little resemblance to those practiced and in vogue in 1970. The technological thrusts of computers, lasers, holography, electrophysiology, and pharmacology will combine forces to make an instructional revolution. The growing concern for individualization, new instructional and noninstructional personnel during the 1970s will exert a complementary influence as well.

TABLE 25

CHANGES IN THE GROUP: EDUCATIONAL TECHNOLOGY

Group of Similar Changes on Educational Technology	Change Statement Mean Value on the Likelihood Question	Revised Likelihood Scale	Relative Level of Likelihood	Change Statement #	Change Statement Mean Value on the Impact Question	Revised Impact Scale	Relative Level of Impact
		+1.2				+1.2	
		+1.0				+1.0	
16 The use of TV, computers, and new technologies in postsecondary instruction will increase. 105 Postsecondary education facilities will be used more hours in the day and more days in the year.	5.8	+ .8	Very High			+ .8	Very High
50 Future physical facilities will be more flexible and versatile. 110 Diminishing amounts will be spent for capital construction in larger postsecondary education institutions.	5.6	+ .6		12	5.6	+ .6	
			High				High
		+ .4		16	5.4	+ .4	
34 Variations in academic calendars will increase.	5.2	+ .2				+ .2	
				44	5.1		
12 Use of individualized instruction will increase.	5.0	0	Moderate	49, 105, 50, 62	5.0	0	Moderate
		- .2				- .2	
62 Fewer faculty members per student will be required for instructional activities (due to such factors as changing technology).	4.7						
		- .4	Low	34	4.6	- .4	Low
		- .6		110	4.4	- .6	
			Very Low				Very Low
44 The emphasis in postsecondary education will be on techniques and processes for learning rather than subject matter.	4.2	- .8				- .8	
		-1.0				-1.0	
		-1.2				-1.2	
		-1.4				-1.4	
49 The use of psycho-pharmacy and psycho-electronics to induce and augment learning will increase.	3.4	-1.6				-1.6	

The changes in resource availability are shown in Table 26, with increased scrutiny by funding sources being the most likely relative to other changes. It is interesting to note that this group of changes is considered likely to be hindered by public institutions that would feel the impact of these changes. That higher education is facing a financial crisis is not new, and two trends behind this shortage of funds, as presented by Glenny (1971), are

> (1) The current disillusionment of the public and the politicians with higher education, especially the universities.
>
> (2) The establishment of a new set of social priorities among which higher education has dropped from the top of the "top ten" to a much lower position.

The National Association of Manufacturers (1971) has another view, saying:

> The crisis can be attributed principally to improper pricing policies higher education is sold at a great deal less than its cost of production and the two arguments for low-cost or free tuition, (1) the principle of equality of opportunity, and (2) the benefit that accrues to society, are demonstrably weak.

The panel's response does not align with these opinions, since the forecast sees only relatively moderate likelihood for students paying a greater proportion of the cost of postsecondary education, and also a relatively low likelihood that the proportion of tax dollars allocated to education will decline.

TABLE 26

CHANGES IN THE GROUP: RESOURCE AVAILABILITY

Group of Similar Changes on Resource Availability	Change Statement Mean Value on the Likelihood Question	Revised Likelihood Scale	Relative Level of Likelihood	Change Statement #	Change Statement Mean Value on the Impact Question	Revised Impact Scale	Relative Level of Impact
100 Scrutiny by funding sources as to how well resources are being utilized will increase.	6.3	+1.2				+1.2	
		+1.0				+1.0	
		+ .8	Very High			+ .8	Very High
		+ .6				+ .6	
			High				High
101 Federal aid to private institutions will increase.	5.4	+ .4		100, 98	5.7	+ .4	
		+ .2				+ .2	
				97	5.4		
103 State aid to private institutions will increase. 97 More federal and state funds will go directly to students.	5.0	0	Moderate		5.3	0	Moderate
				99, 101, 103	5.2		
106 Students will pay a greater proportion of the cost of postsecondary education.	4.8	- .2		113, 106	5.1	- .2	
98 The proportion of tax-dollars allocated to support postsecondary education will decline as a result of competitive public demands.	4.7						
		- .4	Low			- .4	Low
113 The federal government will increasingly emphasize general aid to postsecondary education.	4.4	- .6				- .6	
			Very Low				Very Low
99 Postsecondary education will receive a broader base of financial support.	4.3						
		- .8				- .8	
		-1.0				-1.0	
		-1.2				-1.2	
		-1.4				-1.4	
		-1.6				-1.6	

In Table 27, the use of new planning and management techniques in postsecondary education is forecast to increase along with the analysis of outcomes as well as inputs. The question of who has developed the plans for higher education is answered by Morphet and Ryan (1967):

> Higher education has developed with less coordinated planning than has been the case in elementary and secondary education. Even in elementary and secondary education, however, there has been remarkably little comprehensive research and planned development. The educational system has grown substantially through experience and as a result of pressures to meet growing needs rather than through careful analysis and planning. The resources that have been devoted to planning have been regrettably small--and have too frequently been available only for short intensive studies. Thus resources and expertness in planning have been extremely limited.

The Carnegie Commission recommends that foundations, government agencies, and higher education associations give special attention to funding studies and projects concerned with special management problems of universities and colleges (The Capitol and the Campus, 1971).

With the use of the new planning techniques and with regard to analysis of outcome, Morphet and Ryan (1967) remind us:

> The educational system is peculiarly specialized in the production of people, and it must never lose sight of the fact that it is producing people as ends, not as means. It is producing men, not manpower; people, not biologically generated nonlinear computers.

TABLE 27

CHANGES IN THE GROUP: PLANNING AND MANAGEMENT

Group of Similar Changes on Planning and Management	Change Statement Mean Value on the Likelihood Question	Revised Likelihood Scale	Relative Level of Likelihood	Change Statement #	Change Statement Mean Value on the Impact Question	Revised Impact Scale	Relative Level of Impact
		+1.2				+1.2	
		+1.0				+1.0	
		+ .8	Very High			+ .8	Very High
83 Use of new management and planning techniques in postsecondary education will increase.	6.1	+ .6				+ .6	
			High				High
		+ .4				+ .4	
109 Planning in postsecondary education will include an analysis of outcomes as well as an analysis of inputs.	5.8			83	5.7		
111 Comparability and compatibility of data will be required of postsecondary education.	5.7	+ .2		109	5.6	+ .2	
				118	5.5		
	5.5	0	Moderate		5.4	0	Moderate
				111	5.3		
		- .2				- .2	
118 Operations and administration in postsecondary education will become more consolidated and centrally controlled.	5.1	- .4	Low			- .4	Low
		- .6		92	4.8	- .6	
			Very Low				Very Low
92 Participative decision making within postsecondary education institutions will increase.	4.7	- .8				- .8	
		-1.0				-1.0	
		-1.2				-1.2	
		-1.4				-1.4	
		-1.6				-1.6	

TABLE 28

CHANGES IN THE GROUP: NON-TRADITIONAL EDUCATION

Group of Similar Changes on Non-Traditional Education	Change Statement Mean Value on the Likelihood Question	Revised Likelihood Scale	Relative Level of Likelihood	Change Statement #	Change Statement Mean Value on the Impact Question	Revised Impact Scale	Relative Level of Impact
		+1.2				+1.2	
		+1.0				+1.0	
15 The proportion of students in postsecondary vocational programs will increase.	5.8	+ .8	Very High			+ .8	Very High
3 Certification of student competencies will be increasingly possible other than through formal academic programs.	5.6	+ .6				+ .6	
			High	3	5.7		High
		+ .4		15	5.6	+ .4	
		+ .2				+ .2	
	5.0	0	Moderate		5.2	0	Moderate
32 The use of home study programs will increase. 33 Organizations other than colleges and universities will provide an increased amount of postsecondary education.	4.9			33	5.1		
		- .2				- .2	
		- .4	Low	11, 32	4.8	- .4	Low
		- .6				- .6	
			Very Low				Very Low
		- .8				- .8	
		-1.0				-1.0	
		-1.2				-1.2	
11 Formal accreditation of programs and institutions will become less important.	3.5	-1.4				-1.4	
		-1.6				-1.6	

CHAPTER 5

DESCRIPTION OF OTHER REPORTS AND FUTURE RESEARCH

Additional information related to the results presented in this report can be obtained from the other NCHEMS Delphi survey project reports, which include:

1. Change in Higher Education Management--an analysis of the impact of the Delphi-forecasted changes on management systems in higher education.

2. Methods for Large-Scale Delphi Studies--a documentation of the methodology used by NCHEMS in conducting a Delphi study with a large panel. This will benefit future NCHEMS studies and the educational community, since the number of factors in postsecondary education often will dictate panels of more than 100, and large-scale Delphi studies present a number of technical and logistical problems.

3. Documentation of Large-Scale Delphi System Software--a complete documentation of the computer software developed for the NCHEMS Delphi survey. This software is available as Type II NCHEMS software, available at cost but with no guarantee or program support.

4. Data from the NCHEMS Future Planning and Management Systems Survey--a complete documentation of the NCHEMS Delphi survey data base, which is available at cost to anyone wanting to do additional research on the data.

Since the point of view from which research on projections of change is itself in constant change, it is quite likely that future research projects will want to use the more than a quarter of a million responses from this study for further analysis. Many other points of view could and should be taken in approaching additional work on this data.

One possibility for future research is to consider this study as a single point in time with a direction sign pointing out changes in the future. This one point becomes even more valuable if it is combined with another point or forecast taken after a one- or two-year time delay. If at the second point the direction sign points in the same direction, the value of long-range projection from the study will increase dramtically.

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APPENDIX A

Summarized Data by Area of Change

ACCESS AND PARTICIPATION

	CHANGE STATEMENT	LIKELIHOOD	IMPACT	EXPECTED DATE OF CHANGE	% RESPONDING SHOULD OCCUR	MOST PROMOTED BY:	MOST HINDERED BY:
1	A larger absolute number of people will seek an advanced or professional degree.	Very Low	Low	1978	78	Students	State
15	The proportion of students in postsecondary vocational programs will increase.	High	Very High	1977	97	Industry	Private Inst.
27	Enrollments in professional education (e.g., law and medicine) will increase.	High	Moderate	1977	98	Federal	State
33	Organizations other than colleges and universities will provide an increased amount of postsecondary education.	Low	Moderate	1981	82	Industry	Faculty
38	The demand for associate degrees will increase.	Low	Low	1977	85	Student	Faculty
67	Postsecondary education will be more readily accessible to all.	High	Very High	1978	97	Federal	Private Inst.
69	The number of students involved in continuing education throughout their lifetime will increase (caused by retraining, dropping in and out, etc.).	Very High	Very High	1978	99	Students	State
71	Institutions will compete more for students.	Low	Low	1977	65	Private Inst.	State
73	The number of commuting students attending institutions of postsecondary education will increase.	High	Low	1977	92	Students	Private Inst.

ACCESS AND PARTICIPATION

(Continued)

	CHANGE STATEMENT	LIKELIHOOD	IMPACT	EXPECTED DATE OF CHANGE	% RESPONDING SHOULD OCCUR	MOST PROMOTED BY:	MOST HINDERED BY:
75	The proportion of part-time students will increase.	High	Moderate	1977	94	Students	Private Inst.
77	More high school graduates will delay entrance to postsecondary education.	Very Low	Low	1979	72	Students	Industry
78	A larger proportion of high school graduates will enter postsecondary education.	Moderate	Moderate	1978	89	Students	State
80	Enrollment limits will increasingly be placed on postsecondary education institutions.	Low	Moderate	1977	72	State	Public Inst.
93	The number of degree-granting private institutions will decrease.	Moderate	Very Low	--	--	--	--
117	Increasing opportunities and responsibilities will be available for all regardless of sex, race, etc.	Moderate	Low	1978	99	Federal	Private Inst.

COMPETENCY AND PERFORMANCE

	CHANGE STATEMENT	LIKELIHOOD	IMPACT	EXPECTED DATE OF CHANGE	% RESPONDING SHOULD OCCUR	MOST PROMOTED BY:	MOST HINDERED BY:
2	Our national society will place less value on all college degrees.	Low	Moderate	1981	56	Industry	Faculty
3	Certification of student competencies will be increasingly possible other than through formal academic programs.	High	High	1980	93	Students	Faculty
14	Student progress will be measured by competency and not time.	Moderate	Very High	1981	97	Students	Faculty
19	Student experience (work, service) in the nonacademic community will be increasingly accepted for academic credit.	Moderate	High	1979	83	Students	Faculty
25	The manpower needs of society will receive increased attention.	High	Moderate	1978	93	Federal	Faculty
26	The length of time required to obtain a bachelor's degree will decrease.	Moderate	Moderate	1979	83	Students	Faculty
37	The demand will increase for additional types of intermediate degrees between the bachelor and doctoral levels.	Low	Low	1981	72	Students	Faculty
39	Emphasis on grades will decrease.	Low	Low	1979	70	Students	Faculty

STRUCTURE OF EDUCATIONAL SYSTEM

	CHANGE STATEMENT	LIKELIHOOD	IMPACT	EXPECTED DATE OF CHANGE	% RESPONDING SHOULD OCCUR	MOST PROMOTED BY:	MOST HINDERED BY:
21	Degree-granting institutions will become more alike.	Very Low	Very Low	--	--	--	--
23	The campus and nonacademic community will increasingly share resources (campus without walls).	Moderate	High	1980	94	State	Faculty
33	Organizations other than colleges and universities will provide an increased amount of postsecondary education.	Moderate	Moderate	1981	82	Industry	Faculty
46	Cooperation between public and private institutions will increase.	Moderate	Moderate	1979	96	State	Public Inst.
72	The ease of transferability of credit from one institution to another will increase.	High	Moderate	1979	98	Student	Faculty
79	Men's institutions and women's institutions will increasingly become coeducational.	Very High	Very Low	1977	89	Students	Private Inst.
82	The federal government will move toward a master plan for postsecondary education.	Low	Very High	1983	49	Federal	Public Inst.
85	State-level agencies will have increased control over postsecondary education.	High	High	1977	47	State	Faculty
88	Governmental control of private institutions will increase.	Low	High	1980	29	Federal	Private Inst.

STRUCTURE OF EDUCATIONAL SYSTEM

(Continued)

	CHANGE STATEMENT	LIKELIHOOD	IMPACT	EXPECTED DATE OF CHANGE	% RESPONDING SHOULD OCCUR	MOST PROMOTED BY:	MOST HINDERED BY:
90	Coordination within postsecondary education will increase.	High	High	1978	98	State	Private Inst.
91	The distinction between public and private institutions will diminish at an increasing rate.	Moderate	Low	1981	46	State	Private Inst.
94	Regional organizations will have increased influence over postsecondary education.	Very Low	Low	1981	50	Non-Govt. Agencies	Public Inst.
108	Institutions will increasingly share resources (i.e., library, faculty, facilities, equipment).	High	Moderate	1979	98	State	Faculty

STRUCTURE OF PROGRAM CONTENT

	CHANGE STATEMENT	LIKELIHOOD	IMPACT	EXPECTED DATE OF CHANGE	% RESPONDING SHOULD OCCUR	MOST PROMOTED BY:	MOST HINDERED BY:
5	Research will become a less important function of postsecondary education.	Low	Moderate	1981	47	State	Faculty
6	Public service will become a more important function of postsecondary education.	High	High	1979	85	State	Faculty
31	Social problems will receive increased attention.	Very High	High	1977	95	Students	Industry
36	The emphasis on upper division and graduate programs will increase in four-year colleges and universities.	High	High	1979	73	State	State
40	Emphasis placed on ethnic studies will increase.	Very Low	Very Low	--	--	--	--
42	Undergraduate education will become less specialized.	Very Low	Low	1980	63	Students	Faculty
43	Graduate education will become more specialized.	Moderate	Low	1981	58	Faculty	Student
48	The role of postsecondary education institutions as agents of change in society will increase.	Low	High	1981	72	Student	State
87	Postsecondary education will be the topic of more research and development activities.	Very High	Moderate	1979	91	Federal	Faculty

STRUCTURE OF ADMINISTRATION, FACULTY, AND STUDENTS

CHANGE STATEMENT	LIKELIHOOD	IMPACT	EXPECTED DATE OF CHANGE	% RESPONDING SHOULD OCCUR	MOST PROMOTED BY:	MOST HINDERED BY:
ADMINISTRATION						
84 Administrators will play a larger role in the governance of their institutions.	Moderate	Moderate	1979	80	State	Faculty
86 An increased proportion of administrative personnel will be recruited from non-academic sources (e.g., business, government).	Moderate	Moderate	1980	72	State	Faculty
FACULTY						
8 Teaching will become a more important function of postsecondary education.	High	High	1978	92	Student	Faculty
52 Faculty will have less freedom relative to workloads and activities.	High	Low	1977	68	State	Faculty
54 Faculty tenure will be eliminated.	Low	High	1986	55	State	Faculty
55 The faculty will play an increased role in the governance of their institution.	Very Low	Low	1978	54	Faculty	Public Inst.
57 A larger proportion of the faculty will be part-time faculty.	Moderate	Very Low	1980	64	Public Inst.	Faculty
58 Faculty collective bargaining will become more widely adopted.	Very High	Very High	1978	42	Faculty	Public Inst.

STRUCTURE OF ADMINISTRATION, FACULTY, AND STUDENTS

(Continued)

CHANGE STATEMENT	LIKELIHOOD	IMPACT	EXPECTED DATE OF CHANGE	% RESPONDING SHOULD OCCUR	MOST PROMOTED BY:	MOST HINDERED BY:
FACULTY (Continued)						
59 A larger proportion of the faculty will be recruited from nonacademic sources.	Low	Moderate	1982	75	Industry	Faculty
61 Faculty will have increased teaching loads.	High	Moderate	1977	74	State	Faculty
62 Fewer faculty members per student will be required for instructional activities (due to such factors as changing technology).	Moderate	Moderate	1981	64	State	Faculty
63 The publish-or-perish concept will become less important.	Moderate	Low	1981	93	Student	Faculty
64 The effectiveness of faculty as facilitators of learning in postsecondary education will increase.	Moderate	Moderate	1981	96	Faculty	Faculty
STUDENTS						
68 Students will play a larger role in the governance of their institution.	Low	High	--	--	--	--
70 Less student housing will be provided by postsecondary education institutions.	Very High	Moderate	1977	84	Student	State
74 Students will increasingly organize and lobby to promote student interests.	Moderate	High	1977	70	Student	State

STRUCTURE OF ADMINISTRATION, FACULTY, AND STUDENTS

(Continued)

CHANGE STATEMENT	LIKELIHOOD	IMPACT	EXPECTED DATE OF CHANGE	% RESPONDING SHOULD OCCUR	MOST PROMOTED BY:	MOST HINDERED BY:
STUDENTS (Continued)						
76 Services rendered to students (i.e., recreation, health, counseling) will decrease.	Very Low	Low	1978	39	State	Student
89 The in loco parentis responsibility will become less prevalent.	Very High	Low	1976	90	Student	Private Inst.

STRUCTURE OF EDUCATIONAL TECHNOLOGY

	CHANGE STATEMENT	LIKELIHOOD	IMPACT	EXPECTED DATE OF CHANGE	% RESPONDING SHOULD OCCUR	MOST PROMOTED BY:	MOST HINDERED BY:
12	Use of individualized instruction will increase.	Moderate	Very High	1979	96	Student	Faculty
16	The use of TV, computers, and new technologies in postsecondary instruction will increase.	Very High	High	1979	97	Industry	Faculty
34	Variations in academic calendars will increase.	Moderate	Low	1978	79	Student	Faculty
44	The emphasis in postsecondary education will be on techniques and processes for learning rather than subject matter.	Very Low	Moderate	1982	69	Student	Faculty
49	The use of psycho-pharmacy and psycho-electronics to induce and augment learning will increase.	Very Low	Moderate	1988	43	Student	Faculty
50	Future physical facilities will be more flexible and versatile.	High	Moderate	1980	97	State	Faculty
62	Fewer faculty members per student will be required for instructional activities (due to such factors as changing technology).	Low	Moderate	1981	64	State	Faculty
105	Postsecondary education facilities will be used more hours in the day and more days in the year.	Very High	Moderate	1977	98	State	Faculty

STRUCTURE OF EDUCATIONAL TECHNOLOGY

(Continued)

	CHANGE STATEMENT	LIKELIHOOD	IMPACT	EXPECTED DATE OF CHANGE	% RESPONDING SHOULD OCCUR	MOST PROMOTED BY:	MOST HINDERED BY:
110	Diminishing amounts will be spent for capital construction in larger post-secondary education institutions.	High	Very Low	1977	80	State	Public Inst.

RESOURCE AVAILABILITY

	CHANGE STATEMENT	LIKELIHOOD	IMPACT	EXPECTED DATE OF CHANGE	% RESPONDING SHOULD OCCUR	MOST PROMOTED BY:	MOST HINDERED BY:
97	More federal and state funds will go directly to students.	Moderate	Moderate	1978	80	Federal	Public Inst.
98	The proportion of tax dollars allocated to support postsecondary education will decline as a result of competitive public demands.	Low	High	1977	31	State	Public Inst.
99	Postsecondary education will receive a broader base of financial support.	Very Low	Moderate	1980	96	Public Inst.	State
100	Scrutiny by funding sources as to how well resources are being utilized will increase.	Very High	High	1976	95	State	Public Inst.
101	Federal aid to private institutions will increase.	High	Moderate	1978	80	Private Inst.	Public Inst.
103	State aid to private institutions will increase.	Moderate	Moderate	1978	76	Private Inst.	Public Inst.
106	Students will pay a greater proportion of the cost of postsecondary education.	Moderate	Low	1978	46	State	Student
113	The federal government will increasingly emphasize general aid to postsecondary education.	Very Low	Low	1979	81	Federal	Federal

PLANNING AND MANAGEMENT

	CHANGE STATEMENT	LIKELIHOOD	IMPACT	EXPECTED DATE OF CHANGE	% RESPONDING SHOULD OCCUR	MOST PROMOTED BY:	MOST HINDERED BY:
83	Use of new management and planning techniques in postsecondary education will increase.	High	High	1977	97	State	Faculty
92	Participative decision making within postsecondary education institutions will increase.	Very Low	Very Low	1979	84	Faculty	State
109	Planning in postsecondary education will include an analysis of outcomes as well as an analysis of inputs.	High	High	1981	98	State	Faculty
111	Comparability and compatibility of data will be required of postsecondary education.	Moderate	Moderate	1087	93	Federal	Faculty
118	Operations and administration in postsecondary education will become more consolidated and centrally controlled.	Low	Moderate	1979	57	State	Faculty

NON-TRADITIONAL EDUCATION

CHANGE STATEMENT	LIKELIHOOD	IMPACT	EXPECTED DATE OF CHANGE	% RESPONDING SHOULD OCCUR	MOST PROMOTED BY:	MOST HINDERED BY:
3 Certification of student competencies will be increasingly possible other than through formal academic programs.	High	High	1980	93	Students	Faculty
11 Formal accreditation of programs and institutions will become less important.	Very Low	Low	--	--	--	--
15 The proportion of students in post-secondary vocational programs will increase.	Very High	High	1977	97	Industry	Private Inst.
32 The use of home study programs will increase.	Moderate	Low	1980	88	Students	Faculty
33 Organizations other than colleges and universities will provide an increased amount of postsecondary education.	Moderate	Moderate	1981	82	Industry	Faculty

APPENDIX B

Round IV Minority Opinion Report

APPENDIX B

ROUND IV -- MINORITY OPINION REPORT

The minority opinion report summarizes the panelists' comments from Round III. The report includes only the change statements that appear in the Round IV questionnaire and also received comments in Round III. If a number in the sequence is missing, then that statement was omitted in the Round IV questionnaire or no one made a comment on it in Round III.

To help your consideration of the comments, the panel members' response relative to the majority of the panel is indicated by each comment. For example: if at least 50 percent of the panel had responded between 4 and 6, then a panel member making a comment about his response of less than 4 would be described as giving a low response relative to the majority of the panel.

Change Statement	Comments on the Impact Question	Response Relative to the Majority of the Panel	Comments on the Likelihood Question	Response Relative to the Majority of the Panel
1. A larger absolute number of people will seek an advanced or professional degree.			1. We will continue to be a highly credentialed society.	High
			2. The importance of a degree is decreasing. Employers will not pay for a degree if they can help it.	Low
			3. As university loses credentialing capability, people will seek alternate means of education.	Low
2. Our national society will place less value on all college degrees.	1. Devaluation will not make them less sought-after, as with devalued currencies.	Low	1. Industry now places great importance on degree.	High
			2. It is not likely that all degrees will be regarded to be of less value, i.e., M.D.	Low
			3. In the long run, this is unlikely, because of deeply entrenched cultural values.	Low
3. Certification of student competencies will be increasingly possible other than through formal academic programs.	1. This will provide standards for evaluating colleges' educational programs.	High	1. Consider the Carnegie Commission reports and what appears to be current trends in society.	High
			2. New academic programs without formality are beginning.	Low
5. Research will become a less important function of postsecondary education.	1. This change would seriously erode the university's intellectual role.	High	1. Specialized research organizations will be established outside institutions of higher learning.	High
			2. There has been a gradual increase in research. Even the non-research degrees will soon add limited amounts of research.	Low
6. Public service will become a more important function of postsecondary education.			1. The separation between instruction and public service will be less clear.	High
			2. Budget reductions will curtail this activity.	Low
			3. Most citizens place public service at a low priority.	Low
			4. Public service function will be assumed by other private and governmental bodies.	Low
8. Teaching will become a more important function of postsecondary education.	1. This change will require major rethinking of the function of higher education and major re-allocation of funds.	High	1. The students and public, throughlegislators, are demanding good teaching as criterion for promotion.	High
	2. This change increases the probability community colleges will get the faculty and facilities they need.	High	2. In a free market economy, teaching is the product which attracts the consumer.	High
			3. Unionized faculty will have less concern about teaching.	Low

Change Statement	Comments on the Impact Question	Response Relative to the Majority of the Panel	Comments on the Likelihood Question	Response Relative to the Majority of the Panel
9. The absolute demand for Ph D degrees will decrease.			1. Over-supply of Ph D's will discourage others.	High
			2. Our society is based on knowledge and production, so the Ph D may be modified but not in less demand.	Low
12. Use of individualized instruction will increase.	1. This will cause a substantial increase in the faculty-student ratio.	High	1. It's sure to, out of economic and practical necessity.	High
	2. This will cause little impact if machines are used, since previous budget cuts will have reduced number of faculty.	Low	2. Independent study is increasing now, with technology such as cassettes.	High
			3. Individualized instruction is expensive and lacks personal appeal.	Low
			4. Faculty will resist this because it changes their roles.	Low
13. Use of the lecture method of instruction will decrease.			1. TV showings will still be largely lectures.	Low
			2. Lecture is cheaper and will prevail over more expensive individualized instruction.	Low
14. Student progress will be measured by competency, and not time.			1. This is necessary for shortened curriculum.	High
			2. This is necessary for individualized instruction.	High
			3. External universities and standard proficiency exams will bring this.	High
			4. I've seen no evidence of any willingness to change on the part of faculty in four year institutions with which I am familiar.	Low
			5. The problem is in measuring competency.	Low
15. The proportion of students in postsecondary vocational programs will increase.	1. Significant impacts are already occurring in curriculum, finance, student counseling.	High	1. This is where need and money are.	High
			2. The proportion now is fairly high.	Low
			3. Social pressure will ensure interest in traditional programs in spite of economic pressure for the pragmatic.	Low
16. The use of TV, computers, and new technologies in postsecondary instruction will increase.			1. Faculty unions would prevent it.	Low
			2. Cost will preclude general use.	Low

Change Statement	Comments on the Impact Question	Response Relative to the Majority of the Panel	Comments on the Likelihood Question	Response Relative to the Majority of the Panel
19. Student experience (work, service) in the non-academic community will be increasingly accepted for academic credit.			1. It's already happening.	High
			2. This will await the development of competency measures.	Low
20. Degree granting institutions will become more specialized.			1. This will come as a result of state budget and planning systems.	High
			2. The degree will become associated with finer and new divisions of knowledge and of relatively little interest for general education.	High
			3. Attempts to do so have met with great resistance.	Low
22. The absolute number of four year colleges and universities will decrease.			1. Continual funding problems, closures, mergers, and university without walls will inhibit new starts.	High
			2. Many weak ones will close.	High
23. The campus and nonacademic community will increasingly share resources (campus without walls).	1. This would mean education would be more related to world of work.	High	1. The trend is here now.	High
	2. The type of planning this will require is now foreign to institutions.	High	2. Increasing cost will make duplication of facilities prohibitive.	High
			3. As the student/non-student distinction becomes blurred, this phenomenon will increase.	High
			4. Operational complexities of such programs will sharply limit their growth.	Low
			5. There is substantial resistance from campus interests.	Low
24. Needs as expressed by students will receive increased attention.	1. Increased attention, but no action.	Low	1. In a free market economy, the buyer is likely to have much more leverage.	High
			2. This is the trend of the times.	High
			3. In the end, manpower needs of society will prevail over those expressed by students.	Low

Change Statement	Comments on the Impact Question	Response Relative to the Majority of the Panel	Comments on the Likelihood Question	Response Relative to the Majority of the Panel
25. The manpower needs of society will receive increased attention.	1. Hopefully an unemployment drop will follow, resulting in impact on economy and additional higher education.	High	1. The first sign of tight job market and already we are talking vo-tech and para-professional education	High
			2. National planning capabilities will make this essential and possible.	High
			3. This is the traditionally entrenched idea that college is not aimed at job-training.	Low
26. The length of time required to obtain a bachelors degree will decrease.	1. This change will have an extremely significant impact on curriculum, budgeting, and organization.	High	1. Experiments at places like Cornell have indicated that such a change will probably occur.	High
			2. Advances in teaching methods will enable time for learning to be shortened.	High
			3. With more information, more time is required to master a discipline.	Low
			4. Students have to be kept out of the job market, and if degree depends on competency, it may take longer to acquire.	Low
27. Enrollments in professional education (e.g. law and medicine) will increase.			1. These will remain prestige fields.	High
			2. Due to population increases and lower number of years required for medical education.	High
			3. Public service interest of students will demand the increase.	High
			4. Health education will be supported by government	High
			5. An oversupply in these fields is likely.	Low
29. Enrollments in general education (e.g. Liberal Arts) will decrease.	1. This would cause a re-evaluation of course content and purpose in Liberal Arts courses.	High	1. Cost and difficulty of getting jobs will be the cause.	High
			2. Society and demand for generalists is increasing	Low
			3. Life long learning will emphasize "culture" courses.	Low
31. Social problems will receive increased attention.			1. Public funding will result in attention to public needs.	High
			2. Students and general public will require this.	High
			3. There will be increased attention but no action.	Low

Change Statement	Comments on the Impact Question	Response Relative to the Majority of the Panel	Comments on the Likelihood Question	Response Relative to the Majority of the Panel
32. The use of home study programs will increase.	1. The impact will be low since these programs only augment, not replace.	Low	1. Video-tape cassettes will revolutionize home study.	High
			2. School is a social phenomenon, so extensive home study is unlikely.	Low
33. Organizations other than colleges and universities will provide an increased amount of postsecondary education.	1. This could greatly affect curricula, accreditation, certifying, etc.	High	1. Industry will handle more of its educational needs "in house".	High
			2. There exists a current disenchantment with formal education.	High
			3. The extent of outside education is not generally realized.	Low
34. Variations in academic calendars will increase.			1. This is already increasing in health professions.	High
			2. As public schools shift to full-year calendars, higher education will have to accommodate.	High
			3. Changes will be made in an effort to "innovate".	High
			4. This is an essential element in individualized learning.	High
			5. The pressures are in the direction of uniformity, not diversity.	Low
35. Two year colleges will be established at an increasing rate.			1. Community interest and proximity will support them, cost factors, too.	High
			2. Increase, but not at an increasing rate.	Low
			3. Cost comparisons with 4 year colleges have not been as favorable as hoped, so they will not be salable in the future.	Low
37. The demand will increase for additional types of intermediate degrees between the bachelor and doctoral levels.			1. Ph.D.'s are capable only of pure research and not enough people want to go in for that.	High
			2. Only if the BA represents less than a four-year equivalency.	Low
			3. Ph.D. degree will be modified, eliminating the need for intermediate degrees.	Low
			4. Experiments to establish intermediate degrees have met with failure.	Low

Change Statement	Comments on the Impact Question	Response Relative to the Majority of the Panel	Comments on the Likelihood Question	Response Relative to the Majority of the Panel
38. The demand for associate degrees will increase.	1. The trend is now established, so continuation would have little impact.	Low	1. Consider an increasing demand for paraprofessionals	High
			2. After a generation of AA recipients, they will want "better" for their children.	Low
			3. This is a meaningless degree, equivalent to high school diploma.	Low
39. Emphasis on grades will decrease.	1. Our college has eliminated grading in certain instances, with little impact.	Low	1. Employers, not schools, will assume the student certification role.	High
			2. Pressure from graduate schools will keep up emphasis.	Low
			3. Many experiments have had to compromise.	Low
42. Undergraduate education will become less specialized.	1. A curriculum change has little impact.	Low	1. This is already happening.	High
			2. The students will demand this.	High
			3. Industry will increasingly provide job training so higher education will use undergraduate years to provide general base for graduate studies.	High
			4. Community pressure and youth culture seem more favorable to specialization.	Low
			5. The trend is decidedly in the opposite direction.	Low
			6. Career education will promote specialization.	Low
43. Graduate education will become more specialized.	1. Further specialization would have a major impact on funding requirements.	High	1. Training will be geared to needs of society - medicine, mental health, ecology.	High
			2. I cannot see how it can possibly become more specialized. It is totally specialized.	Low
44. The emphasis in post-secondary education will be on techniques and processes for learning rather than subject matter.			1. There is too much content to cover, education must go to teaching processes.	High
			2. Given the department structure, this is not at all likely.	Low
			3. There aren't enough professors trained to do this.	Low
			4. Learning to learn belongs in elementary and secondary education.	Low
46. Cooperation between public and private institutions will increase.			1. Statewide planning councils are working toward this now.	High
			2. Because private institutions will need state funds for economic reasons.	High
			3. The political nature of public university administration will preclude their cooperation.	Low

Change Statement	Comments on the Impact Question	Response Relative to the Majority of the Panel	Comments on the Likelihood Question	Response Relative to the Majority of the Panel
48. The role of postsecondary education institutions as agents of change in society will increase.	1. If it happens there will be a greater conflict with general society than now.	High	1. Society will demand that postsecondary education become involved.	High
			2. Students will insure this change.	High
			3. Society is not ready to accept postsecondary education as change agent.	Low
50. Future physical facilities will be more flexible and versatile.			1. It's already happening.	High
			2. Educators won't make the concessions necessary.	Low
			3. Most innovative classrooms cost more but are less effective.	Low
52. Faculty will have less freedom relative to workloads and activities.			1. More public money will bring more public accountability and much diminishing of faculty freedom.	High
			2. College governance will be unionized and the faculty will dictate terms.	Low
53. The faculty will have greater freedom relative to course content.			1. It's already happening.	High
			2. Individualized instruction will require this.	High
			3. Course content will be determined at a higher (state) level.	Low
			4. Little control of content is possible.	Low
55. The faculty will play an increased role in the governance of their institution.	1. Anarchy, inefficiency, ineffectiveness.	High	1. It is happening now.	High
	2. Faculty already predominate, so an increase could have little impact.	Low	2. The opposite is now occurring.	Low
			3. I feel that institutions will more and more be governed by professional managers.	Low
			4. Consider the legislative discontent with faculty control.	Low
			5. Unionization is in direct contradiction to this statement.	Low
57. A larger proportion of the faculty will be part-time faculty.	1. This will shift course content from theoretical to applied.	High	1. The surplus of teachers and emphasis on quality will prevent this.	Low
			2. In a no-growth situation, fewer ad hoc arrangements are necessary.	Low

Change Statement	Comments on the Impact Question	Response Relative to the Majority of the Panel	Comments on the Likelihood Question	Response Relative t the Majorit of the Panel
58. Faculty collective bargaining will become more widely adopted.	1. Where adopted already considerable governance changes and impact on hiring.	High	1. I just attended a 3-day workshop on the subject. It's a whole new ball game.	High
	2. Look at the CUNY experience.	High	2. Poor economic conditions in higher education will encourage it.	High
	3. This hasn't made that much difference where adopted.	Low	3. It will, in response to the management movement.	High
			4. Group bargaining minimizes the importance of an individual's intellect.	Low
59. A larger proportion of the faculty will be recruited from non-academic sources.	1. Once the non-academic is oriented, he will act the same as academic.	Low	1. The concept of educational enterprise is broadening.	High
			2. Faculty resistance to outside professionals is breaking down.	High
			3. With plethora of Ph.D.'s I cannot see this happening in the near future.	Low
61. Faculty will have increased teaching loads.	1. No loss of teaching effectiveness evident where larger loads are concerned.	Low	1. Public accountability will require it.	High
62. Fewer faculty members per student will be required for instructional activities (due to such factors as changing technology or increased independent study.			1. This is the only way to reduce cost.	High
			2. There is very, very strong resistance to such changes among faculty, who are very traditional-minded in general.	Low
			3. New technology and independent study take more instructional personnel, not less.	Low
63. The publish-or-perish concept will become less important.	1. If this happened it would change basic reward system.	Low	1. The public is emphasizing effective teaching.	High
	2. The concept is not now very important.	Low	2. The ivory tower concept will be less important.	High
			3. In the final analysis, the scholar remains king.	Low
			4. Consider the need to communicate.	Low
64. The effectiveness of faculty as facilitators of learning in postsecondary education will increase.	1. This will require a new ability to evaluate a faculty member as a facilitator.	Low		
65. Postsecondary educators will increasingly resist change in postsecondary education.	1. Faculty has always resisted change with little impact in the past.	Low		

Change Statement	Comments on the Impact Question	Response Relative to the Majority of the Panel	Comments on the Likelihood Question	Response Relative to the Majority of the Panel
67. Postsecondary education will be more readily accessible to all.	1. The cost of this will create an impact.	High	1. Financing will not permit the necessary expansion.	Low
	2. It is already accessible, so low impact.	Low		
69. The number of students involved in continuing education throughout their lifetime will increase (as a result of retraining, dropping in and out, etc.			1. Learning in "schools" is not as efficient for mature people.	Low
			2. More talk than evidence.	Low
70. Less student housing will be provided by postsecondary education institutions.	1. This gives institutions a change in priorities for its resources.	High	1. We have a dorm for sale.	High
			2. Due to changes in the population in postsecondary education, there will be more need for living learning centers, etc.	Low
71. Institutions will compete more for students.			1. A decrease in the number of college age students will result in recruitment so that institutions can obtain enough students to receive sufficient funds to maintain their position.	High
72. The ease of transferability of credit from one institution to another will increase.	1. Students will study at several institutions consecutively and concurrently.	High	1. A mobile society will demand this.	High
			2. Making it difficult to transfer is one way of competing for students.	Low
			3. Impossible, if institutions become more specialized.	Low
73. The number of commuting students attending institutions of postsecondary education will increase.				
74. Students will increasingly organize and lobby to promote student interests.	1. Hasn't had any effect in California.	Low		
75. The proportion of part-time students will increase.	1. Postsecondary education is not homogeneous, thus the part time will increase primarily in segments where it is already common.	Low	1. Education will increasingly be an adult preoccupation.	High
			2. Increased leisure time will allow many to take courses.	High
			3. The value of full-time education is being discounted.	High

Change Statement	Comments on the Impact Question	Response Relative to the Majority of the Panel	Comments on the Likelihood Question	Response Relative to the Majority of the Panel
76. Services rendered to students (i.e., recreation, health, counseling) will decrease.	1. The need is intensive and failure to meet this need would leave a tremendous void.	High	1. Consider more part-time, commuting, older, vocationally-oriented students.	High
		High	2. Institutions can't afford these.	High
			3. Recent trends tend to show increased services.	Low
			4. More services will be demanded, following general trend of all citizens to demand assistance.	Low
			5. I believe counseling will greatly decrease but not the other two.	Low
77. More high school graduates will delay entrance to postsecondary education			1. This will be a natural result of the demise of the draft.	High
			2. This will be a natural result of the emergence of life long learning capabilities.	High
			3. This has been true of late, especially in community colleges.	High
			4. Parental pressure will continue to be a dominant force as well as will the guilt of not "doing something."	Low
78. A larger proportion of high school graduates will enter postsecondary education.			1. Career education and personal interests will attract many.	High
			2. The trend is away from established values to doing one's own thing.	Low
79. Mens institutions and womens institutions will increasingly become co-educational.	1. The cost impact will be significant.	High	1. The elite will still want non-coed.	Low
	2. There are too few now to make much impact.	Low		
80. Enrollment limits will increasingly be placed on postsecondary education institutions.			1. In Pennsylvania, it has already happened.	High.
82. The federal government will move toward a master plan for postsecondary education.			1. Tradition of state responsibility will preclude it.	Low
			2. There are too many opposing forces.	Low

Change Statement	Comments on the Impact Question	Response Relative to the Majority of the Panel	Comments on the Likelihood Question	Response Relative to the Majority of the Panel
83. Use of new management and planning techniques in postsecondary education will increase.	1. Consider the reduction of individual and institutional autonomy.	High	1. Faculty will have to be willing to be administered before this has any chance of succeeding. Now they feel they must have full autonomy.	Low
			2. Politics, not logic, is the impact force, especially in big, expensive decisions.	Low
84. Administrators will play a larger role in the governance of their institution.			1. This has already begun.	High
			2. This will never happen. The rise of unions, more state agencies to control, and private college running toward public funding which in turn will bring controls restricting administrative management and ability to move.	Low
			3. Students and/or faculty will take administrative roles.	Low
			4. Legislatures will require this.	High
85. State-level agencies will have increased control over postsecondary education.	1. The enterprise is too complex for state agencies to change things very much.	Low	1. The control grows year by year.	High
			2. Two year colleges will fight any reduction of "local control".	Low
			3. Increased need for financial assistance will bring greater control.	High
86. An increased proportion of administrative personnel will be recruited from nonacademic sources (e.g. business, government).	1. Capable administrators might be able to give higher education the direction it needs.	High	1. With the manpower available in higher education, I doubt it.	Low
	2. They will only adjust to the problems and reinvent the solutions.	Low	2. As is being discovered, experience of the nonacademic does not qualify them.	Low
			3. Graduate schools will train specialized administrative personnel.	Low
87. Postsecondary education will be the topic of more research and development activities.	1. This results in more papers, not changes.	Low	1. The trend is away from research and development activities.	Low
	2. Why, all of a sudden, should research have an impact?	Low	2. Complexities of society will demand more of higher education, and so research and development will be essential.	High

Change Statement	Comments on the Impact Question	Response Relative to the Majority of the Panel	Comments on the Likelihood Question	Response Relative to the Majority of the Panel
88. Governmental control of private institutions will increase.			1. Funding brings control.	High
			2. Public financial support will increase to private institutions but in ways that help them retain their uniqueness.	Low
			3. Those with financial solvency will resist the trend.	Low
			4. Historical facts dictate otherwise.	Low
			5. Control will diminish because aid will be to students, not colleges.	Low
89. The "in loco parentis" responsibility will become less prevalent.	1. Such change will make sweeping changes in dorms, attitudes toward college and faculty, etc.	High	1. Parents will increasingly demand "in loco" especially for females.	Low
	2. Being a dead issue now, its further demise can have no impact.	Low	2. It is nearly non-existent now.	Low
90. Coordination within postsecondary education will increase.			1. Increasing costs and accountability will cause increased coordination.	High
			2. Taxpayers will force it.	High
			3. Current attempts have not succeeded.	Low
91. The distinction between public and private institutions will diminish at an increasing rate.			1. Public money brings public accountability in a consistent, prescribed, quantifiable manner.	High
			2. There is not much distinction now.	Low
			3. Those which remain private will be able to do so only because they are distinctly different.	Low
			4. There is a long history to the contrary.	Low
92. Participative decision making within postsecondary education institutions will increase.	1. This will reduce the ability to respond quickly to changed conditions.	High	1. It has happened at our institution.	High
			2. This becomes more difficult as institutions grow in size.	Low
			3. In form only, real power will rest with the chief executive or legislator.	Low

Change Statement	Comments on the Impact Question	Response Relative to the Majority of the Panel	Comments on the Likelihood Question	Response Relative t the Majorit of the Pane
94. Regional organizations will have increased influence over post-secondary education.	1. Great impact because they tend to become the captive of the non-educational audience (e.g. government agencies).	High	1. There is a growing recognition that change must come from without, and these are preferable to government.	High
	2. They have no "clout" -- no allocation of funds.	Low	2. The state governance is the major trend here.	Low
			3. This is unlikely, unless delegated through some federal plan.	Low
95. Colleges and universities will grow in size through mergers.	1. Growth in size doesn't necessarily mean growth in impact.	Low	1. Many can't survive without this.	High
			2. Unlike in industry, economic advantage appears infrequently in colleges and universities.	Low
97. More federal and state funds will go directly to students.	1. Few influences would be more profound than free student choice.	High	1. Expect it to be declared unconstitutional in view of First Amendment.	Low
	2. Little impact will occur because most institutions are similar.	Low	2. This will occur only if institutions show lack of responsibility in the use of funds.	Low
98. The proportion of tax-dollars allocated to support postsecondary education will decline as a result of competitive public demands.			1. It's already happening.	High
			2. Many public demands are best responded to through education, welfare, technology.	Low
99. Postsecondary education will receive a broader base of financial support.	1. Change of funding sources won't affect the process.	Low	1. Federal and state legislation appears to be considering the problem.	High
			2. What could be broader than the current base?	Low
100. Scrutiny by funding sources as to how well resources are being utilized will increase.	1. This will require more realistic dealing with the fiscal area.	High		
	2. Great, because laymen will make the decisions and one standard will apply to many different institutions.	High		
	3. Most funds are currently being used legitimately and with caution.	Low		
101. Federal aid to private institutions will increase.			1. It is the least net social cost option.	High
			2. Watch those Supreme Court decisions.	Low
			3. Not unless it is through grants to students who take the money to private institutions.	Low

Change Statement	Comments on the Impact Question	Response Relative to the Majority of the Panel	Comments on the Likelihood Question	Response Relative to the Majority of the Panel
103. State aid to private institutions will increase.			1. Trend is toward this in many states.	High
			2. This will occur only after public institutions are properly supported.	Low
105. Postsecondary education facilities will be used more hours in the day and more days in the year.			1. Efforts have been ineffective with enrollment stabilizing.	Low
106. Students will pay a greater proportion of the cost of postsecondary education.			1. Consider socialization and equal rights.	Low
108. Institutions will increasingly share resources (i.e. library, faculty, facilities, equipment).	1. The potential of these relationships is often overstated.	Low	1. Legislatures and taxpayers will force this.	High
			2. There are many examples of this happening already	High
			3. Logistics may prevent much of this.	Low
109. Planning in postsecondary education will include an analysis of outcomes (products, value added, services) as well as an analysis of inputs (finances, people).	1. Analyses will occur, planning is questionable.	Low	1. There are too many variables to consider.	Low
			2. There is strong resistance to this, especially from faculty.	Low
110. Diminishing amounts will be spent for capital construction in larger postsecondary education institutions.			1. Technological obsolescence will increase need for facilities.	Low
			2. We are already behind and even with enrollment declines in 1980's we can only hope to catch up. The impact will be marked, for colleges will be limiting enrollment, holding faculty constant, too.	High

Change Statement	Comments on the Impact Question	Response Relative to the Majority of the Panel	Comments on the Likelihood Question	Response Relative to the Majority of the Panel
111. Comparability and compatibility of data will be required of postsecondary education.	1. This will force honesty in reporting.	High	1. Institutions will become more autonomous.	Low
	2. This will force conformity to data structure.	High		
	3. External reporting may not affect internal operations.	Low		
	4. This will have a low impact because those given the information won't know what to do with it.	Low		
115. The cost to an individual for his postsecondary education will be more closely tied to his specific program.	1. This would force each student to do a cost/benefit analysis on his program choice which would cause some major disciplinary shifts.	High	1. Budget formula approach will automatically dictate it.	High
	2. This will cause high cost programs (such as medicine) to become more exclusive.	High	2. Students in low cost programs will demand this.	High
	3. Those who want knowledge will pursue it at any cost.	Low	3. The state of the art of finding cost per program will not support the differential tuition. Furthermore, there will be more interdisciplinary programs to add to the problem.	Low
			4. Differential charges will be significant only between graduate and undergraduate programs.	Low
			5. Society will not tolerate a man's chances to be a doctor or scientist being tied to his ability to pay.	Low
117. Increasing opportunities and responsibilities will be available for individuals as faculty and administrators, independent of sex, race, etc.	1. This will have great personal impact, but modest institutional impact.	Low	1. The current pressures (social and legal) seem to demand movement in this direction.	High
			2. When current minority students get on the job market, many will be capable of taking on expanded roles.	High
			3. Resistance to change will slow this down.	Low
			4. With oversupply and fewer opportunities, sex and race will be important criteria.	Low
118. Operations and administration in postsecondary education will become more consolidated and centrally controlled.			1. Both faculty and students are too involved to back off now.	Low

APPENDIX C

Summary of Significant Differences of Opinion

CHANGE STATEMENT	SUBGROUPS THAT DIFFER HIGH	 LOW	QUESTION
5. Research will become a less important function of postsecondary education.	Student	Federal	Time
25. The manpower needs of society will receive increased attention.	Students	Education Associations	Time
31. Social problems will receive increased attention.	Education Associations	Administration	Impact
32. The use of home study programs will increase.	Federal	Students	Impact
40. Emphasis placed on ethnic studies will increase.	Students	Education Associations	Likelihood
41. Emphasis placed on ethnic studies will decrease.	Federal	Students	Likelihood
42. Undergraduate education will become less specialized.	Administration	Education Associations	Likelihood
51. The faculty will have greater freedom relative to workloads and activities.	Administration	Students	Impact
	Students	Education Associations	Likelihood
52. Faculty will have less freedom relative to workloads and activities.	Education Associations	Students	Likelihood
58. Faculty collective bargaining will become more widely adopted.	Education Associations	Students	Likelihood
63. The publish-or-perish concept will become less important.	Students	Faculty	Time

	CHANGE STATEMENT	SUBGROUPS THAT DIFFER			QUESTION
		HIGH		LOW	
67.	Postsecondary education will be more readily accessible to all.	Federal	-	Students	Likelihood
71.	Institutions will compete more for students.	Students	-	Administration	Time
		Administration	-	Students	Likelihood
73.	The number of commuting students attending institutions of postsecondary education will increase.	Federal	-	Students	Likelihood
76.	Services rendered to students (i.e., recreation, health, counseling) will decrease.	Federal	-	Education Associations	Likelihood
78.	A larger proportion of high school graduates will enter postsecondary education.	Federal	-	Students	Likelihood
85.	State-level agencies will have increased control over postsecondary education.	Federal	-	Students	Likelihood
86.	An increased proportion of administrative personnel will be recruited from nonacademic sources (e.g., business, government).	Students	-	Federal	Time
99.	Postsecondary education will receive a broader base of financial support.	Federal	-	Students	Likelihood
101.	Federal aid to private institutions will increase.	Federal	-	State	Likelihood
104.	State aid to private institutions will decrease.	Students	-	Education Associations	Likelihood

	CHANGE STATEMENT	SUBGROUPS THAT DIFFER			QUESTION
		HIGH		LOW	
111.	Comparability and compatibility of data will be required of postsecondary education.	Education Associations	-	Students	Impact
112.	The federal government will increasingly emphasize funding specific programs (categorical aid).	Students	-	Federal	Likelihood
113.	The federal government will increasingly emphasize general aid to postsecondary education.	Federal	-	Faculty	Likelihood
118.	Operations and administration in postsecondary education will become more consolidated and centrally controlled.	Education Associations	-	State	Impact

APPENDIX D

Data Summarized by Panel Subgroups

APPENDIX D

A GUIDE TO THE SUMMARIZED DATA

Each of the 118 change statements is presented with summarized responses to the six questions asked during the survey. Just below each change statement is the word "CONSISTENT" or "INCONSISTENT" to indicate the classification according to the criteria used in the survey analysis. If the change statement number is preceded by **, as is change statement 49, this statement was included in Round V but not in Round IV. Thus the time-frame question has a lower number of responses than other time-frame questions where the change statement does not start with **.

The summarized responses to the impact, likelihood, and time questions are found on one page, and the results of the should/should not, and promote or hinder questions are found on the following page. The change statement number is repeated on the second page, but the change statement appears only on the first page.

Looking at question one on the impact of a change if it occurs, the seven point scale goes from "N" or "none" to "VG" or a "very great" impact as shown in Figure 10. Below the seven point scale, seven panel groups responses are summarized. The seven groups with their abbreviations are as follows:

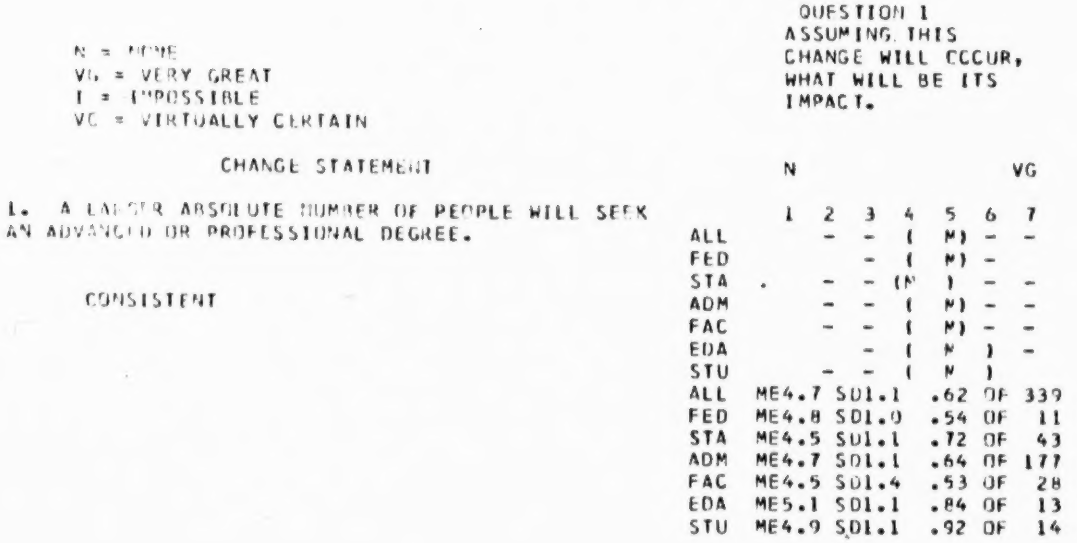
ALL -- All of the panel
FED -- Federal
STA -- State
ADM -- Administration
FAC -- Faculty and Department Chairman
EDA -- Education Associations
STU -- Students

The lines below the scale of one through seven are the summary statistics which give the results of the survey for that panel group for that question on the corresponding change statement.

Figure 10

An Example Summary of Data

On the Impact Question



```
                                                        QUESTION 1
                                                       ASSUMING THIS
     N = NONE                                          CHANGE WILL OCCUR,
     VG = VERY GREAT                                   WHAT WILL BE ITS
     I = IMPOSSIBLE                                    IMPACT.
     VC = VIRTUALLY CERTAIN

                 CHANGE STATEMENT                      N                  VG

 1.  A LARGER ABSOLUTE NUMBER OF PEOPLE WILL SEEK      1   2   3   4   5   6   7
 AN ADVANCED OR PROFESSIONAL DEGREE.              ALL          -   -   (   M)  -   -
                                                  FED              -   (   M)  -
                                                  STA   .      -   -  (M   )   -   -
       CONSISTENT                                 ADM          -   -   (   M)  -   -
                                                  FAC          -   -   (   M)  -   -
                                                  EDA              -   (   M   )   -
                                                  STU          -   -   (   M   )
                                                  ALL  ME4.7 SD1.1    .62 OF 339
                                                  FED  ME4.8 SD1.0    .54 OF  11
                                                  STA  ME4.5 SD1.1    .72 OF  43
                                                  ADM  ME4.7 SD1.1    .64 OF 177
                                                  FAC  ME4.5 SD1.4    .53 OF  28
                                                  EDA  ME5.1 SD1.1    .84 OF  13
                                                  STU  ME4.9 SD1.1    .92 OF  14
```

The range of the responses for all of the panel on the impact question for change statement one is indicated by the dashes "--", and goes from 2 through 7. The range for federal panel members goes from 3 through 6. The midpoint or median response for the administration is indicated by the "M," and is 5. For the state panel members the median value is 4. The parentheses are placed so that they encompass at least the central 50 percent (the interquartile range) of the panel. Since parentheses are deliberately placed only at whole numbers thye may include in certain cases more than just the middle 50 percent of the responses. For all of the panel the "interquartile range" is from 4 through 5, and for the students it is 4 through 6.

The abbreviation "ME 4.7 SD 1.1" explains that the arithmetic mean value for all the panel was 4.7 with a standard deviation of 1.1. The education associations have a mean of 5.1 and a standard deviation of 1.1 for their responses to the impact question. The numbers to the right of the standard deviation numbers indicate that 62 percent of all 339 panel members that responded to the impact question answered within the "innerquartile range" of 4 through 5. Likewise 72 percent of 43 state panel members responded between 4 and 5.

The likelihood and time responses are summarized using the same abbreviations as discussed for the impact responses, with one exception. The arithmetic mean value has been used to calculate an expected date of occurrence for each change as forecast by each group. The expected date is calculated by 1970 plus 5 times the mean time value (i.e., 1970 + 5 X 1.6 = 1978). This is listed in the appendix as "ED = 78" meaning "expected date equals 1978."

Figure 11 shows the summarized responses for the should/should not and promote/hinder question for change statement 1. The "Pct. Should Change" column gives the percent of the panel responding in that group that said the change should occur. "Num" indicates the number of panel members in that group who responded to that question. The groups of panel members are the same as in Figure 10. The first row of statistics refers to all of the panel, the second row of statistics refers to federal and so on. Figure 11 data show that 60 percent of the 5 federal panel members said change number 1 should occur, and 80 percent of the 91 administrators said the same.

Figure 11

Sample Summary of Data on

the Should and Promote Questions

```
          PCT.                            FORCES PROMOTING THE CHANGE
CHANGE  SHOULD            FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRO
STMT.   CHANGE   NUM       1     2     3     4     5     6     7     8     9      NUM

  1

GROUP
 ALL     78.0    177      20.0   4.8   1.2  16.4  26.1  13.3  11.5   3.6   3.0    165
 FED     60.0      5      20.0   0.0   0.0  40.0  20.0  20.0   0.0   0.0   0.0      5
 STA     72.7     22      10.0  10.0   0.0  15.0  20.0  30.0  15.0   0.0   0.0     20
 ADM     80.2     91      20.7   5.7   2.3  16.1  24.1  12.6  11.5   4.6   2.3     87
 FAC     84.2     19      27.8   0.0   0.0  11.1  33.3  11.1  11.1   0.0   5.6     18
 FDA     40.0      5      20.0  20.0   0.0   0.0   0.0  20.0  20.0  20.0   0.0      5
 STU     55.6      9      12.5   0.0   0.0  37.5  25.0  12.5  12.5   0.0   0.0      8
```

The summary of the promote question is quite similar. The numbers indicate the percent of the panel members in that group that said a particular force would most promote change statement number one. For example, in Figure 11, 26 percent of 165 total panel members responding to that question said students would most promote change number 1, and 30 percent of the 20 administrators felt the faculty would most promote change number 1.

The nine forces which will most promote or hinder the occurrence of the changes are abbreviated as follows:

1. FED - Any part of the federal government
2. STA - Any agency or unit of a state government
3. NGV - Nongovernmental national or regional association, board, commission or foundation
4. IND - Industrial and business firms
5. STU - Students, either organized or individually
6. FAC - Faculty, either organized or individually
7. PUB - Public postsecondary educational institutions
8. PRI - Private, nonprofit, postsecondary educational institutions
9. PRO - Proprietary (for profit) postsecondary educational

In this appendix the data for the hinder question is also summarized. The numbers have the same groupings as in the promote question. For each of the nine forces that may hinder a change the numbers indicate the percentage of the number responding to that question that felt a certain force would most hinder the occurrence of that change.

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                                                                                                          ---PA[illegible]  1
                                                     QUESTION 1                 QUESTION 2                  QUESTION 3
                                                     ASSUMING THIS              WHAT IS THE LIKE-           IF YOU BELIEVE
  N = NONE                                           CHANGE WILL OCCUR,         LIHOOD THIS CHANGE          THIS CHANGE IS
  VG = VERY GREAT                                    WHAT WILL BE ITS           WILL OCCUR.                 LIKELY,WHEN
  I = IMPOSSIBLE                                     IMPACT.                                                WILL IT OCCUR.
  VC = VIRTUALLY CERTAIN

          CHANGE STATEMENT                           N                 VG       I                 VC          BY 19--

1.  A LARGER ABSOLUTE NUMBER OF PEOPLE WILL SEEK     1  2  3  4  5  6  7        1  2  3  4  5  6  7         75 80 85 90 95+
AN ADVANCED OR PROFESSIONAL DEGREE.           ALL       -  -  (  M) -  -        -  -  -  (  M) -  -        (M  )  -  -  -
                                              FED          -  (  M) -                    -  (  M  ) -        (  M)
                                              STA       -  - (M  )  -  -              -  -  (  M) -  -      (M  )  -  -
      CONSISTENT                              ADM       -  -  (  M) -  -        -  -  -  (  M) -  -        (M  )  -  -  -
                                              FAC       -  -  (  M) -  -              -  (  M  )  -  -      (M  )  -  -  -
                                              EDA          -  (  M  ) -                  -  (  M  ) -        (M  )
                                              STU       -  -  (  M  )                 -  -  (  M  ) -        (  M  )  -
                                              ALL  ME4.7 SD1.1  .62 OF 339     ME4.6 SD1.3  .60 OF 340     ED=78  .89 OF 20[illegible]
                                              FED  ME4.8 SD1.0  .54 OF  11     ME5.2 SD1.3  .63 OF  11     ED=78 1.00 OF   5
                                              STA  ME4.5 SD1.1  .72 OF  43     ME4.6 SD1.2  .62 OF  43     ED=78  .85 OF  27
                                              ADM  ME4.7 SD1.1  .64 OF 177     ME4.5 SD1.2  .66 OF 177     ED=78  .91 OF 107
                                              FAC  ME4.5 SD1.4  .53 OF  28     ME4.4 SD1.3  .78 OF  28     ED=78  .90 OF  21
                                              EDA  ME5.1 SD1.1  .84 OF  13     ME4.6 SD1.3  .66 OF  12     ED=76 1.00 OF   6
                                              STU  ME4.9 SD1.1  .92 OF  14     ME4.6 SD1.5  .71 OF  14     ED=79  .90 OF  1[illegible]

2.  OUR NATIONAL SOCIETY WILL PLACE LESS VALUE ON    1  2  3  4  5  6  7        1  2  3  4  5  6  7         75 80 85 90 95+
ALL COLLEGE DEGREES.                          ALL    -  -  -  (  M  ) -        -  -  (  -  M  ) -          (  M  )  -  -
                                              FED             -  (  M) -        -  -  (  -  M) -
                                              STA       -  -  (  M  ) -           -  (  -  M  ) -          (  M  )  -  -
      CONSISTENT                              ADM    -  -  -  (  M  ) -        -  -  -  (  M  ) -          (  M  )  -  -
                                              FAC       -  -  (  M  ) -           -  (  -  M  ) -          - (M  )  -  -
                                              EDA    -  -  (  -  M) -  -          -  -  (  M  ) -          (  -  M)
                                              STU       -  -  - (M  ) -           -  -  (  M) -  -         - (M) -  -  -
                                              ALL  ME5.1 SD1.2  .81 OF 338     ME4.5 SD1.5  .84 OF 338     ED=81  .90 OF 185
                                              FED  ME5.6 SD1.1  .54 OF  11     ME4.0 SD1.7  .63 OF  11     ED=82 1.00 OF   3
                                              STA  ME5.1 SD1.1  .86 OF  43     ME4.4 SD1.4  .88 OF  43     ED=81  .85 OF  20
                                              ADM  ME5.1 SD1.1  .86 OF 177     ME4.6 SD1.4  .73 OF 177     ED=81  .90 OF 102
                                              FAC  ME5.1 SD1.5  .59 OF  27     ME4.5 SD1.7  .70 OF  27     ED=82  .88 OF  16
                                              EDA  ME4.5 SD1.8  .53 OF  13     ME4.8 SD1.5  .66 OF  12     ED=81 1.00 OF   6
                                              STU  ME5.0 SD1.5  .61 OF  13     ME4.7 SD1.4  .53 OF  13     ED=81  .66 OF   [illegible]

3.  CERTIFICATION OF STUDENT COMPETENCIES WILL BE    1  2  3  4  5  6  7        1  2  3  4  5  6  7         75 80 85 90 95+
INCREASINGLY POSSIBLE OTHER THAN THROUGH FORMAL ALL     -  -  -  (  M) -           -  -  -  (  M) -        (  M) -  -  -
ACADEMIC PROGRAMS.                            FED             -  (  M) -                 -  -  (  M) -        - (M)
                                              STA          -  -  (  M) -           -  -  -  (  M) -        (  M) -  -
      CONSISTENT                              ADM       -  -  -  (  M) -           -  -  -  (  M) -        (  M) -  -
                                              FAC             -  - (M) -           -  -  -  (  M) -        - (M  )  -  -
                                              EDA          -  -  (  M) -                 -  - (M  ) -        (  M  )
                                              STU       -  -  (  -  M) -           -  -  -  (  M) -        - (M) -  -
                                              ALL  ME5.7 SD  .9  .78 OF 339     ME5.6 SD1.1  .73 OF 339     ED=79  .83 OF 218
                                              FED  ME5.8 SD  .9  .63 OF  11     ME5.5 SD1.0  .81 OF  11     ED=79  .83 OF   6
                                              STA  ME5.6 SD  .9  .79 OF  43     ME5.6 SD1.0  .76 OF  43     ED=79  .83 OF  3[illegible]
                                              ADM  ME5.6 SD  .8  .84 OF 175     ME5.6 SD1.0  .76 OF 175     ED=79  .84 OF 11[illegible]
                                              FAC  ME5.9 SD  .2  .64 OF  28     ME5.2 SD1.3  .64 OF  28     ED=81  .77 OF  22
                                              EDA  ME5.7 SD1.1  .69 OF  13     ME5.3 SD1.0  .75 OF  12     ED=80 1.00 OF   6
                                              STU  ME5.4 SD1.5  .64 OF  14     ME5.5 SD1.2  .78 OF  14     ED=81  .65 OF   [illegible]
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                                                                                                                        ---PAGE  1

          PCT.                                  FORCES PROMOTING THE CHANGE                                              FORCES HINDERING THE CHANGE
CHANGE SHOULD             FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRC            FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRO
STMT.  CHANGE   NUM        1     2     3     4     5     6     7     8     9     NUM       1     2     3     4     5     6     7     8     9     NUM

  1

GROUP
 ALL    78.0    177      20.0   4.8   1.2  16.4  26.1  13.3  11.5   3.6   3.0    165       6.2  35.2  11.0  12.4  10.3  10.3   3.4   2.1   9.0    145
 FED    60.0      5      20.0   0.0   0.0  40.0  20.0  20.0   0.0   0.0   0.0      5       0.0   0.0   0.0   0.0   0.0  50.0   0.0   0.0  50.0      2
 STA    72.7     22      10.0  10.0   0.0  15.0  20.0  30.0  15.0   0.0   0.0     20       5.0  45.0  25.0   5.0  10.0   0.0   0.0   0.0  10.0     20
 ADM    80.2     91      20.7   5.7   2.3  16.1  24.1  12.6  11.5   4.6   2.3     87       2.6  34.6  12.8  15.4   9.0  12.8   1.3   2.6   9.0     78
 FAC    84.2     19      27.8   0.0   0.0  11.1  33.3  11.1  11.1   0.0   5.6     18      13.3  40.0   0.0   6.7  13.3   0.0  13.3   6.7   6.7     15
 EDA    40.0      5      20.0  20.0   0.0   0.0   0.0  20.0  20.0  20.0   0.0      5      40.0   0.0  20.0   0.0  20.0  20.0   0.0   0.0   0.0      5
 STU    55.6      9      12.5   0.0   0.0  37.5  25.0  12.5  12.5   0.0   0.0      8       0.0  20.0   0.0  40.0  20.0   0.0  20.0   0.0   0.0      5



  2

GROUP
 ALL    55.9    177      12.6   6.9   6.9  34.0  25.8   1.3   3.8   1.9   6.9    159       4.3   1.9   2.5  14.3   6.8  45.3  14.3   9.3   1.2    161
 FED    80.0      5      25.0   0.0   0.0  50.0  25.0   0.0   0.0   0.0   0.0      4       0.0   0.0   0.0  25.0  25.0  25.0   0.0   0.0  25.0      4
 STA    43.5     23       4.8  14.3  19.0  28.6  23.8   4.8   4.8   0.0   0.0     21       4.5   0.0   9.1  18.2   9.1  54.5   4.5   0.0   0.0     22
 ADM    60.0     90      13.1   4.8   3.6  39.3  26.2   1.2   3.6   2.4   6.0     84       4.8   1.2   2.4  14.5   4.8  50.6  12.0   9.6   0.0     83
 FAC    31.6     19      18.7  12.5  18.7  12.5  18.7   0.0   6.3   0.0  12.5     16       5.6   5.6   0.0  11.1  22.2  27.8  22.2   5.6   0.0     18
 EDA    60.0      5      40.0   0.0   0.0   0.0  40.0   0.0   0.0   0.0  20.0      5       0.0   0.0   0.0  20.0   0.0  20.0  20.0  20.0  20.0      5
 STU    66.7      9       0.0  12.5   0.0  37.5  12.5   0.0   0.0  12.5  25.0      8       0.0   0.0   0.0  28.6   0.0  28.6  28.6  14.3   0.0      7



  3

GROUP
 ALL    93.2    177       8.7  18.6   9.3  19.3  28.0   1.2   7.5   5.0   2.5    161       1.3   1.9   2.5   3.2   0.0  62.7  16.5   8.9   3.2    158
 FED   100.0      5      40.0  40.0   0.0   0.0   0.0   0.0  20.0   0.0   0.0      5       0.0   0.0   0.0   0.0   0.0  60.0   0.0  40.0   0.0      5
 STA   100.0     23       0.0  22.7  22.7  13.6  31.8   0.0   9.1   0.0   0.0     22       0.0   0.0   4.8   0.0   0.0  71.4  19.0   0.0   4.8     21
 ADM    93.3     90       7.6  15.2   6.3  21.5  30.4   1.3   7.6   7.6   2.5     79       0.0   2.5   3.8   5.1   0.0  67.1  12.7   6.3   2.5     79
 FAC    84.2     19       0.0  42.1  10.5  15.8  15.8   5.3  10.5   0.0   0.0     19      10.5   5.3   0.0   0.0   0.0  57.9  15.8  10.5   0.0     19
 EDA    60.0      5      20.0  20.0  20.0  20.0  20.0   0.0   0.0   0.0   0.0      5       0.0   0.0   0.0   0.0   0.0  50.0  25.0  25.0   0.0      4
 STU    88.9      9       0.0   0.0   0.0  25.0  50.0   0.0   0.0  12.5  12.5      8       0.0   0.0   0.0  12.5   0.0  12.5  50.0  12.5  12.5      8
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                                                                                                            ---PAGE  2
                                                           QUESTION 1                 QUESTION 2                 QUESTION 3
                                                         ASSUMING THIS             WHAT IS THE LIKE-           IF YOU BELIEVE
     N = NONE                                            CHANGE WILL OCCUR,        LIHOOD THIS CHANGE          THIS CHANGE IS
     VG = VERY GREAT                                     WHAT WILL BE ITS          WILL OCCUR.                 LIKELY,WHEN
     I = IMPOSSIBLE                                      IMPACT.                                               WILL IT OCCUR.
     VC = VIRTUALLY CERTAIN

                CHANGE STATEMENT                          N.               VG        I               VC           BY 19--

4.  RESEARCH WILL BECOME A MORE IMPORTANT                 1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
FUNCTION OF POSTSECONDARY EDUCATION.               ALL    -  -  - (M  )  -  -        -  (  M  )  -  -  -
                                                   FED       -  (  -  M)  -             (  M)  -  -  -
                                                   STA    -  -  - (M  )  -           -  (  M  )  -  -
    INCONSISTENT                                   ADM       -  - (M  )  -  -        -  (  M  )  -  -  -
                                                   FAC    -  -  - (M  )  -  -        -  - (M  )  -  -
                                                   EDA          -  (  M)  -          -  (  M  )  -
                                                   STU       -  -  (  M  )  -           -  (  M  -  )  -
                                                   ALL  ME4.5 SD1.2  .65 OF 326    ME3.3 SD1.3  .79 OF 329
                                                   FED  ME4.3 SD1.4  .63 OF  11    ME3.3 SD1.4  .72 OF  11
                                                   STA  ME4.3 SD1.1  .68 OF  41    ME3.1 SD1.3  .73 OF  41
                                                   ADM  ME4.5 SD1.1  .68 OF 158    ME3.3 SD1.2  .82 OF 169
                                                   FAC  ME4.2 SD1.5  .62 OF  27    ME3.3 SD1.1  .64 OF  28
                                                   EDA  ME4.8 SD .9  .61 OF  13    ME3.0 SD1.2  .75 OF  12
                                                   STU  ME4.9 SD1.4  .71 OF  14    ME4.1 SD1.5  .78 OF  14

5.  RESEARCH WILL BECOME A LESS IMPORTANT FUNCTION        1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
OF POSTSECONDARY EDUCATION.                        ALL    -  -  -  (  M  )  -        -  -  (  M  )  -  -       (  M  )  -  -
                                                   FED    -  -  -  - (M  )           -  (  -  M  )  -          (  M)  -
                                                   STA       -  -  (  M)  -  -        -  -  (  M  -  )  -       (  M)  -  -  -
      CONSISTENT                                   ADM    -  -  -  (  M  )  -        -  -  (  M  )  -  -       (  M  )  -  -
                                                   FAC       -  - (M  -  )  -           -  (  M  )  -  -       - (M) -  -  -
                                                   EDA          -  - (M  )  -        -  (  -  -  M  )  -       -  (  M  )  -
                                                   STU       -  -  (  M  )  -        -  (  -  M  )  -          -  - (M) -  -
                                                   ALL  ME4.9 SD1.3  .82 OF 334    ME4.2 SD1.5  .61 OF 336   ED=81  .94 OF 176
                                                   FED  ME4.9 SD1.4  .80 OF  10    ME3.8 SD1.8  .54 OF  11   ED=79  .80 OF   5
                                                   STA  ME4.7 SD1.0  .74 OF  43    ME4.3 SD1.5  .86 OF  43   ED=80  .76 OF  25
                                                   ADM  ME4.9 SD1.3  .81 OF 173    ME4.3 SD1.4  .66 OF 174   ED=80  .95 OF  86
                                                   FAC  ME4.5 SD1.4  .74 OF  27    ME4.3 SD1.4  .59 OF  27   ED=81  .47 OF  17
                                                   EDA  ME5.5 SD1.2  .61 OF  13    ME4.0 SD2.0  .75 OF  12   ED=83  .66 OF   6
                                                   STU  ME4.9 SD1.4  .71 OF  14    ME3.4 SD1.4  .85 OF  14   ED=86  .44 OF   9

6.  PUBLIC SERVICE WILL BECOME A MORE IMPORTANT           1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
FUNCTION OF POSTSECONDARY EDUCATION.               ALL    -  -  -  - (M  )  -        -  -  -  (  M  )  -       (  M)  -  -  -
                                                   FED             -  (  M)  -                 - (M  )  -       - (M) -
                                                   STA       -  -  (  M)  -  -           -  -  (  M  )  -       (  M)  -
      CONSISTENT                                   ADM       -  -  - (M  )  -        -  -  -  - (M  )  -       (  M)  -  -
                                                   FAC    -  -  -  (  M  )  -        -  -  -  (  M  )  -       (  M)  -  -  -
                                                   EDA             - (M  )  -              -  (  M  )  -       (  M  )
                                                   STU             -  (  M)                -  (  -  M)  -       - (M) -  -
                                                   ALL  ME5.1 SD1.0  .69 OF 337    ME5.0 SD1.2  .81 OF 339   ED=79  .86 OF 203
                                                   FED  ME5.6 SD1.0  .63 OF  11    ME5.6 SD1.0  .63 OF  11   ED=80  .60 OF   5
                                                   STA  ME4.9 SD1.1  .67 OF  43    ME4.9 SD1.1  .86 OF  43   ED=79  .84 OF  25
                                                   ADM  ME5.2 SD .9  .76 OF 177    ME5.1 SD1.1  .70 OF 177   ED=79  .67 OF 106
                                                   FAC  ME4.8 SD1.6  .66 OF  27    ME4.7 SD1.6  .71 OF  28   ED=80  .88 OF  17
                                                   EDA  ME5.3 SD .9  .66 OF  12    ME4.6 SD1.3  .65 OF  12   ED=79 1.00 OF   6
                                                   STU  ME5.3 SD .8  .78 OF  14    ME5.1 SD1.3  .71 OF  14   ED=81  .54 OF  11
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          PCT.                          FORCES PROMOTING THE CHANGE                                       FORCES HINDERING THE CHANGE
CHANGE SHOULD           FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRC                FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRC
STMT.  CHANGE   NUM      1     2     3     4     5     6     7     8     9    NUM           1     2     3     4     5     6     7     8     9     NUM

  4

GROUP
 ALL    0.0       0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0          0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 FED    0.0       0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0          0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 STA    0.0       0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0          0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 ADM    0.0       0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0          0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 FAC    0.0       0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0          0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 EDA    0.0       0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0          0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 STU    0.0       0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0          0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0



  5

GROUP
 ALL   46.9     175    17.7  34.1   3.0   5.5  26.8   4.3   4.3   2.4   1.8   164         13.2   1.9   2.5   5.7   2.5  57.9  10.1   5.0   1.3    159
 FED   60.0       5    50.0  50.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     4          0.0   0.0   0.0   0.0   0.0 100.0   0.0   0.0   0.0      4
 STA   54.5      22    18.2  36.4   4.5   4.5  18.2   0.0   9.1   4.5   4.5    22         18.2   0.0   9.1   9.1   0.0  50.0   9.1   4.5   0.0     22
 ADM   47.3      91    21.2  38.8   4.7   1.2  23.5   2.4   3.5   2.4   2.4    85          9.8   0.0   1.2   6.1   3.7  67.1   9.8   0.0   2.4     82
 FAC   44.4      18     5.6  33.3   0.0   5.6  44.4   5.6   5.6   0.0   0.0    18          5.6   5.6   0.0   5.6   5.6  55.6   5.6  16.7   0.0     18
 EDA   20.0       5     0.0  20.0   0.0   0.0  40.0  20.0  20.0   0.0   0.0     5         80.0   0.0   0.0   0.0   0.0   0.0  20.0   0.0   0.0      5
 STU   44.4       9    14.3   0.0   0.0  14.3  28.6  28.6   0.0  14.3   0.0     7         28.6   0.0   0.0  14.3   0.0  14.3  28.6  14.3   0.0      7



  6

GRCUP
 ALL   85.1     174    18.8  23.6   2.4  10.3  15.8   7.3  21.2    .6   0.0   165           .7  20.1   4.2   9.7   3.5  38.9   3.5   8.3  11.1    144
 FED   80.0       5    40.0  40.0   0.0   0.0  20.0   0.0   0.0   0.0   0.0     5          0.0   0.0   0.0   0.0   0.0  66.7   0.0  33.3   0.0      3
 STA   71.4      21    18.2  22.7   4.5  18.2   0.0  18.2  18.2   0.0   0.0    22          0.0  20.0   5.0   5.0  10.0  35.0   5.0   5.0  15.0     20
 ADM   86.8      91    11.9  29.8   1.2   7.1  14.3   6.0  29.8   0.0   0.0    84          1.4  20.3   2.7  12.2   2.7  41.9   2.7   8.1   8.1     74
 FAC   94.4      18    22.2  16.7   0.0  33.3  22.2   0.0   5.6   0.0   0.0    18          0.0  17.6   0.0   0.0   5.9  47.1   0.0  11.8  17.6     17
 EDA   80.0       5    40.0  20.0  20.0   0.0  20.0   0.0   0.0   0.0   0.0     5          0.0  40.0  20.0   0.0   0.0  40.0   0.0   0.0   0.0      5
 STU   88.9       9     0.0   0.0  14.3   0.0  57.1  14.3   0.0  14.3   0.0     7          0.0  20.0  20.0  40.0   0.0   0.0  20.0   0.0   0.0      5
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                                                    QUESTION 1              QUESTION 2              QUESTION 3
                                                    ASSUMING THIS           WHAT IS THE LIKE-       IF YOU BELIEVE
  N = NONE                                          CHANGE WILL OCCUR,      LIHOOD THIS CHANGE      THIS CHANGE IS
  VG = VERY GREAT                                   WHAT WILL BE ITS        WILL OCCUR.             LIKELY,WHEN
  I = IMPOSSIBLE                                    IMPACT.                                         WILL IT OCCUR.
  VC = VIRTUALLY CERTAIN

           CHANGE STATEMENT                         N                 VG    I                 VC     BY 19--

7.  PUBLIC SERVICE WILL BECOME A LESS IMPORTANT      1  2  3  4  5  6  7     1  2  3  4  5  6  7    75 80 85 90 95+
FUNCTION OF POSTSECONDARY EDUCATION.            ALL  -  -  (  M  )  -  -     - (M  )  -  -  -  -
                                                FED  -  -  (  M  -  )  -     (  M  )
                                                STA     -  (  M  )  -  -     -  (  M) -  -  -
    INCONSISTENT                                ADM  -  -  (  M  )  -  -     - (M  )  -  -  -
                                                FAC  -  (  M  -  )  -        - (M  )  -  -  -  -
                                                EDA     -  - (M  )  -        - (M  )  -
                                                STU     -  (  M  -  )        - (M  -  )  -
                                                ALL ME4.1 SD1.3  .73 OF 318 ME2.5 SD1.1  .71 OF 326
                                                FED ME4.2 SD1.8  .60 OF  10 ME2.2 SD  .8 1.00 OF  11
                                                STA ME3.9 SD1.1  .84 OF  39 ME2.7 SD1.1  .67 OF  40
                                                ADM ME4.2 SD1.2  .76 OF 155 ME2.5 SD1.0  .73 OF 168
                                                FAC ME3.4 SD1.3  .82 OF  28 ME2.6 SD1.2  .75 OF  28
                                                EDA ME4.5 SD1.2  .54 OF  11 ME2.3 SD  .9  .65 OF  12
                                                STU ME3.9 SD1.4  .78 OF  14 ME2.7 SD1.2  .78 OF  14

8.  TEACHING WILL BECOME A MORE IMPORTANT FUNCTION   1  2  3  4  5  6  7     1  2  3  4  5  6  7    75 80 85 90 95+
OF POSTSECONDARY EDUCATION.                     ALL     -  -  - (M  )  -        -  -  - (M  )  -    (M  )  -  -  -
                                                FED           - (M) -  -              (  -  M) -    (M) -
                                                STA     -  -  - (M  )  -           -  - (M  )  -     (  M) -
     CONSISTENT                                 ADM     -  -  - (M  )  -        -  -  - (M  )  -    (M  )  -  -  -
                                                FAC        -  -  (  M) -           -  -  (  M) -    (M  )  -  -  -
                                                EDA     -  -  -  (  M  )        -  -  - (M  )  -     (  M) -
                                                STU     -  -  (  M  )              -  (  M  )  -     (  M) -  -
                                                ALL ME5.3 SD1.0  .73 OF 336 ME5.3 SD1.1  .70 OF 338 ED=78  .89 OF 212
                                                FED ME5.2 SD  .8  .54 OF  11 ME5.5 SD1.1  .81 OF  11 ED=77  .60 OF   5
                                                STA ME5.3 SD1.0  .67 OF  43 ME5.3 SD1.1  .65 OF  43 ED=78  .69 OF  24
                                                ADM ME5.3 SD  .9  .76 OF 175 ME5.2 SD1.1  .74 OF 176 ED=78  .88 OF 113
                                                FAC ME5.2 SD1.2  .67 OF  28 ME5.3 SD1.2  .60 OF  28 ED=78  .69 OF  19
                                                EDA ME5.5 SD1.4  .83 OF  12 ME5.1 SD1.4  .66 OF  12 ED=79  .80 OF   5
                                                STU ME4.9 SD1.2  .85 OF  14 ME4.9 SD1.2  .71 OF  14 ED=81  .65 OF   9

9.  THE ABSOLUTE DEMAND FOR PH D DEGREES WILL        1  2  3  4  5  6  7     1  2  3  4  5  6  7    75 80 85 90 95+
DECREASE.                                       ALL  -  -  -  (  M  )  -     -  -  (  M  -  )  -    (M  )  -  -  -
                                                FED        -  (  M  )  -     -  (  -  M  -  )  -
                                                STA     -  (  -  M) -  -     -  -  (  -  M  )  -    (M  )  -
    INCONSISTENT                                ADM  -  -  -  (  M  )  -     -  -  (  M  )  -  -    (M  )  -  -  -
                                                FAC     -  -  (  M  )  -     -  -  -  (  M  )  -     (  M) -  -  -
                                                EDA  -  -  -  (  M) -  -     -  (  -  M  )  -  -     (  M  -  )  -
                                                STU     -  -  (  M  )  -        -  (  M  -  )  -    - (M) -  -  -
                                                ALL ME4.9 SD1.2  .81 OF 339 ME4.3 SD1.5  .78 OF 333 ED=76  .64 OF 167
                                                FED ME5.0 SD1.2  .72 OF  11 ME4.4 SD2.2  .63 OF  11 ED=80 1.00 OF   4
                                                STA ME4.5 SD1.3  .72 OF  43 ME4.5 SD1.5  .90 OF  43 ED=78  .64 OF  19
                                                ADM ME4.9 SD1.2  .84 OF 176 ME4.4 SD1.5  .62 OF 176 ED=78  .45 OF  91
                                                FAC ME5.0 SD1.2  .77 OF  27 ME4.7 SD1.6  .66 OF  27 ED=79  .81 OF  16
                                                EDA ME4.8 SD1.6  .53 OF  13 ME3.7 SD1.9  .76 OF  13 ED=82  .83 OF   6
                                                STU ME4.8 SD1.2  .85 OF  14 ME4.1 SD1.6  .71 OF  14 ED=81  .55 OF   9
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       PCT.                       FORCES PROMOTING THE CHANGE                                         FORCES HINDERING THE CHANGE
CHANGE SHOULD           FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRO                 FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRO
STMT.  CHANGE   NUM       1     2     3     4     5     6     7     8     9     NUM           1     2     3     4     5     6     7     8     9     NUM

   7

GROUP
  ALL     0.0     0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0       0         0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0       0
  FED     0.0     0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0       0         0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0       0
  STA     0.0     0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0       0         0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0       0
  ADM     0.0     0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0       0         0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0       0
  FAC     0.0     0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0       0         0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0       0
  EDA     0.0     0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0       0         0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0       0
  STU     0.0     0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0       0         0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0       0

   8

GROUP
  ALL    91.5   177     2.5  26.4   2.5    .6  48.5   9.8   8.0   1.8   0.0     163         5.3   2.6    .7   5.3   2.0  71.5   8.6   3.3    .7     151
  FED   100.0     5     0.0  50.0   0.0   0.0  50.0   0.0   0.0   0.0   0.0       4         0.0   0.0   0.0   0.0    0.0100.0   0.0   0.0   0.0       4
  STA    95.5    22     4.5  40.9   9.1   0.0  27.3   9.1   9.1   0.0   0.0      22         4.8   0.0   0.0   4.8   4.8  76.2   9.5   0.0   0.0      21
  ADM    93.4    91     2.4  26.8   1.2   0.0  50.0  11.0   7.3   1.2   0.0      82         5.1   5.1   0.0   6.4   1.3  71.8   9.0   1.3   0.0      78
  FAC    89.5    19     0.0  16.7   0.0   0.0  50.0  11.1  22.2   0.0   0.0      18         5.9   0.0   0.0  11.8   0.0  58.8   0.0  17.6   5.9      17
  EDA    60.0     5     0.0   0.0   0.0  20.0  80.0   0.0   0.0   0.0   0.0       5         0.0   0.0   0.0   0.0    0.0100.0   0.0   0.0   0.0       5
  STU    77.8     9     0.0   0.0   0.0   0.0  50.0  25.0  12.5  12.5   0.0       8        16.7   0.0  16.7   0.0   0.0  16.7  50.0   0.0   0.0       6

   9

GROUP
  ALL    47.7   174    13.2  23.2   5.3  37.1  11.3   2.0   5.3   0.0   2.6     151         6.4   2.5   1.3   7.6   7.6  55.4  15.3   2.5   1.3     157
  FED    80.0     5    50.0   0.0   0.0  50.0   0.0   0.0   0.0   0.0   0.0       2         0.0   0.0   0.0  40.0   0.0  60.0   0.0   0.0   0.0       5
  STA    42.9    21     4.8  28.6   9.5  38.1   9.5   4.8   4.8   0.0   0.0      21         0.0   0.0   0.0  14.3   9.5  52.4  23.8   0.0   0.0      21
  ADM    50.0    90    15.4  29.5   2.6  41.0   7.7   0.0   2.6   0.0   1.3      78         7.4   2.5   1.2   3.7   8.6  60.5  14.8   1.2   0.0      81
  FAC    22.2    18    17.6  23.5  11.8   5.9  17.6   5.9  11.8   0.0   5.9      17         0.0  11.8   0.0   5.9   5.9  47.1  23.5   5.9   0.0      17
  EDA    80.0     5     0.0   0.0  20.0  40.0  20.0   0.0   0.0   0.0  20.0       5        20.0   0.0   0.0   0.0   0.0  60.0   0.0  20.0   0.0       5
  STU    66.7     9     0.0   0.0   0.0  55.6  22.2   0.0  22.2   0.0   0.0       9         0.0   0.0   0.0  25.0  12.5  25.0  12.5   0.0  25.0       8
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                                                          QUESTION 1                QUESTION 2                 QUESTION 3
                                                         ASSUMING THIS             WHAT IS THE LIKE-          IF YOU BELIEVE
    N = NONE                                             CHANGE WILL OCCUR,        LIHOOD THIS CHANGE         THIS CHANGE IS
    VG = VERY GREAT                                      WHAT WILL BE ITS          WILL OCCUR.                LIKELY,WHEN
    I = IMPOSSIBLE                                       IMPACT.                                              WILL IT OCCUR.
    VC = VIRTUALLY CERTAIN

               CHANGE STATEMENT                          N                VG        I               VC        BY 19--

10.  AVOCATIONS AND PERSONAL ENRICHMENT WILL             1  2  3  4  5  6  7        1  2  3  4  5  6  7     75 80 85 90 95+
RECEIVE INCREASING EMPHASIS IN POSTSECONDARY      ALL    -  -  -  (  M  )  -        -  -  -  (  M  )  -
EDUCATION.                                        FED             - (M) -                 -  - (M) -  -
                                                  STA       -  -  - (M  )  -           -  -  (  M  )  -
      CONSISTENT                                  ADM       -  -  (  M  )  -           -  -  (  M  )  -
                                                  FAC       -  -  - (M  )  -              -  -  (  M) -
                                                  EDA             -  (  M) -              -  -  (  M) -
                                                  STU       -  -  (  M  )  -        -  -  (  -  -  M)
                                                  ALL  ME5.0 SD1.1  .88 OF 328    ME4.9 SD1.3  .80 OF 330
                                                  FED  ME5.2 SD .6  .63 OF  11    ME5.0 SD1.1  .54 OF  11
                                                  STA  ME5.0 SD1.1  .72 OF  40    ME4.8 SD1.4  .75 OF  40
                                                  ADM  ME5.0 SD1.0  .91 OF 170    ME5.0 SD1.2  .84 OF 170
                                                  FAC  ME5.1 SD1.1  .75 OF  28    ME5.4 SD .9  .75 OF  28
                                                  EDA  ME5.6 SD .9  .69 OF  13    ME5.5 SD1.2  .53 OF  13
                                                  STU  ME4.8 SD1.6  .64 OF  14    ME4.5 SD1.8  .78 OF  14

11.  FORMAL ACCREDITATION OF PROGRAMS AND INSTI-         1  2  3  4  5  6  7        1  2  3  4  5  6  7     75 80 85 90 95+
TUTIONS WILL BECOME LESS IMPORTANT.               ALL    -  -  -  (  M  )  -        -  (  M  -  )  -  -
                                                  FED               (M  )  -        -  (  M  -  )  -  -
                                                  STA          -  (  M  )  -        -  -  (  M  )  -  -
    INCONSISTENT                                  ADM    -  -  -  (  M  )  -        -  (  M  -  )  -  -
                                                  FAC       -  -  (  M  )  -        -  -  (  M  )  -
                                                  EDA          -  - (M  -  )          (M  )  -  -
                                                  STU       -  -  (  M  )           -  (  -  M  )  -  -
                                                  ALL  ME4.8 SD1.3  .78 OF 323    ME3.5 SD1.5  .85 OF 327
                                                  FED  ME5.6 SD .8  .81 OF  11    ME3.5 SD1.9  .72 OF  11
                                                  STA  ME4.8 SD1.0  .85 OF  40    ME3.8 SD1.4  .67 OF  40
                                                  ADM  ME4.7 SD1.4  .76 OF 168    ME3.6 SD1.4  .86 OF 169
                                                  FAC  ME4.7 SD1.3  .74 OF  27    ME3.9 SD1.5  .64 OF  28
                                                  EDA  ME5.3 SD1.2  .75 OF  12    ME2.7 SD1.2  .75 OF  12
                                                  STU  ME4.6 SD1.2  .78 OF  14    ME3.6 SD1.6  .78 OF  14

12.  USE OF INDIVIDUALIZED INSTRUCTION WILL              1  2  3  4  5  6  7        1  2  3  4  5  6  7     75 80 85 90 95+
INCREASE.                                         ALL       -  -  -  (  M) -        -  -  -  (  M  )  -     (  M) -  -  -
                                                  FED             -  (  M) -           -  (  -  -  M) -     (  M  )
                                                  STA          -  - (M  )              -  -  (  M  )  -     (  M) -
      CONSISTENT                                  ADM       -  -  -  (  M) -        -  -  -  - (M  )  -     (  M) -  -  -
                                                  FAC             -  (  M) -           -  -  (  M  )        (  M) -  -
                                                  EDA          -  -  (  M) -           -  -  (  M  )  -       (M) -  -
                                                  STU             -  (  M)             -  -  (  -  M) -     - (M  )  -
                                                  ALL  ME5.6 SD .9  .78 OF 335    ME5.0 SD1.3  .77 OF 337    ED=79  .87 OF 205
                                                  FED  ME5.5 SD .8  .81 OF  11    ME5.0 SD1.5  .81 OF  11    ED=79 1.00 OF   6
                                                  STA  ME5.2 SD .8  .83 OF  43    ME5.0 SD1.2  .81 OF  43    ED=79  .84 OF  25
                                                  ADM  ME5.7 SD .9  .77 OF 175    ME5.1 SD1.3  .64 OF 176    ED=78  .90 OF 109
                                                  FAC  ME5.7 SD .7  .85 OF  27    ME4.7 SD1.3  .77 OF  27    ED=79  .83 OF  18
                                                  EDA  ME5.6 SD1.1  .66 OF  12    ME4.6 SD1.6  .66 OF  12    ED=82  .80 OF   5
                                                  STU  ME5.5 SD .7  .85 OF  14    ME5.1 SD1.4  .78 OF  14    ED=81  .72 OF  11
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        PCT.                           FORCES PROMOTING THE CHANGE                                     FORCES HINDERING THE CHANGE
CHANGE SHOULD           FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRO               FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRO
STMT.  CHANGE   NUM      1    2    3    4    5    6    7    8    9     NUM         1    2    3    4    5    6    7    8    9     NUM

 10

GROUP
 ALL    0.0      0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0        0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 FED    0.0      0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0        0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 STA    0.0      0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0        0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 ADM    0.0      0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0        0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 FAC    0.0      0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0        0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 EDA    0.0      0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0        0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 STU    0.0      0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0        0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0


 11

GROUP
 ALL    0.0      0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0        0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 FED    0.0      0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0        0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 STA    0.0      0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0        0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 ADM    0.0      0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0        0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 FAC    0.0      0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0        0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 EDA    0.0      0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0        0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 STU    0.0      0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0        0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0


 12

GROUP
 ALL   96.0    177      5.4  3.6  1.2  5.4 51.2 16.1  7.7  7.7  1.8   168        1.3 30.7  1.3  1.3  1.3 50.7  8.7  2.7  2.0   150
 FED  100.0      5      0.0  0.0  0.0  0.0100.0  0.0  0.0  0.0  0.0     4        0.0100.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     3
 STA   95.7     23      4.3  8.7  0.0  0.0 52.2 17.4  4.3  8.7  4.3    23        0.0 28.6  4.8  0.0  0.0 57.1  4.8  0.0  4.8    21
 ADM   94.5     91      4.7  3.5  1.2  5.8 46.5 20.9  9.3  7.0  1.2    86        1.3 27.3  1.3  2.6  2.6 50.6 11.7  2.6  0.0    77
 FAC  100.0     18     10.5  5.3  0.0  0.0 57.9  5.3 10.5 10.5  0.0    19        0.0 38.9  0.0  0.0  0.0 55.6  5.6  0.0  0.0    18
 EDA   80.0      5      0.0  0.0  0.0 20.0 60.0  0.0  0.0  0.0 20.0     5        0.0 40.0  0.0  0.0  0.0 40.0  0.0 20.0  0.0     5
 STU  100.0      9      0.0  0.0  0.0  0.0 71.4  0.0 14.3 14.3  0.0     7       20.0 20.0  0.0  0.0  0.0 20.0 20.0  0.0 20.0     5
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                                                                                                         ---PAGE  5
                                                           QUESTION 1                 QUESTION 2                 QUESTION 3
                                                          ASSUMING THIS              WHAT IS THE LIKE-          IF YOU BELIEVE
     N = NONE                                             CHANGE WILL OCCUR,         LIHOOD THIS CHANGE         THIS CHANGE IS
     VG = VERY GREAT                                      WHAT WILL BE ITS           WILL OCCUR.                LIKELY,WHEN
     I = IMPOSSIBLE                                       IMPACT.                                               WILL IT OCCUR.
     VC = VIRTUALLY CERTAIN

                CHANGE STATEMENT                          N                VG        I                VC          BY 19--

13.  USE OF THE LECTURE METHOD OF INSTRUCTION WILL        1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
DECREASE.                                          ALL    -  -  -  (  M  )  -        -  -  -  (  M  )  -       (  M  )  -  -
                                                   FED          -  (  M  )  -           -  (  M  )  -  -
                                                   STA          -  (  M) -              -  -  (  M) -  -       (  M) -  -
    INCONSISTENT                                   ADM    -  -  -  (  M  )  -        -  -  - (M  -  )  -       (  M  )  -  -
                                                   FAC       -  -  - (M  )  -           -  -  (  M  )  -       (  M  )  -  -
                                                   EDA          -  (  -  M  )           -  (  -  M  )  -         (M) -  -
                                                   STU       -  -  (  -  M) -           -  -  (  M) -          - (M  )  -  -
                                                   ALL  ME5.0 SC1.1  .85 OF 337    ME4.6 SD1.3  .72 OF 338    ED=80  .92 OF 190
                                                   FED  ME5.1 SC1.2  .81 OF  11    ME4.4 SD1.5  .72 OF  11    ED=83 1.00 OF   2
                                                   STA  ME4.7 SD .9  .71 CF  42    ME4.5 SD1.2  .54 OF  42    ED=79  .80 OF  26
                                                   ADM  ME5.0 SD1.1  .86 OF 177    ME4.5 SD1.3  .74 OF 177    ED=80  .91 OF  96
                                                   FAC  ME5.3 SD1.1  .78 OF  28    ME4.8 SD1.3  .78 OF  28    ED=81  .80 OF  20
                                                   EDA  ME5.2 SC1.5  .75 OF  12    ME4.2 SD1.7  .66 OF  12    ED=82  .80 OF   5
                                                   STU  ME5.1 SC1.3  .65 OF  14    ME4.2 SD1.1  .71 CF  14    ED=83  .77 OF   9

14.  STUDENT PROGRESS WILL BE MEASURED BY                 1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
COMPETENCY AND NOT TIME.                           ALL          -  -  (  M) -           -  -  - (M  )  -       - (M  )  -  -
                                                   FED          -  -  (  M) -              (  -  M) -  -       - (M  -  )
                                                   STA             -  (  M) -              -  -  (  M) -       - (M) -
      CONSISTENT                                   ADM          -  -  (  M) -           -  -  - (M  )  -       - (M  )  -  -
                                                   FAC          -  -  - (M  )           -  -  -  (  M) -       - (M  )  -
                                                   EDA             -  (  M  )              -  (  M  )  -       - (M) -  -
                                                   STU          -  -  (  M) -           -  -  (  M  )          - (M  -  )  -
                                                   ALL  ME5.8 SD .9  .69 OF 336    ME5.3 SD1.2  .70 OF 338    ED=81  .76 OF 218
                                                   FED  ME5.8 SD1.1  .63 OF  11    ME4.9 SD1.5  .72 CF  11    ED=82  .83 OF   6
                                                   STA  ME5.8 SD .8  .79 OF  43    ME5.4 SD1.0  .74 OF  43    ED=80  .53 OF  28
                                                   ADM  ME5.8 SC .9  .71 OF 176    ME5.3 SD1.1  .75 OF 177    ED=81  .78 OF 113
                                                   FAC  ME5.9 SD1.0  .75 OF  28    ME5.2 SD1.1  .75 OF  28    ED=82  .80 OF  21
                                                   EDA  ME5.8 SD1.0  .91 CF  12    ME5.0 SD1.2  .75 CF  12    ED=82  .57 OF   7
                                                   STU  ME5.6 SC1.0  .71 OF  14    ME4.6 SD1.3  .78 OF  14    ED=83  .80 OF  10

15.  THE PROPORTION OF STUDENTS IN POSTSECONDARY          1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
VOCATIONAL PROGRAMS WILL INCREASE.                 ALL       -  -  -  (  M) -           -  -  -  (  M) -      (M  )  -  -
                                                   FED          -  (  -  M) -                 -  (  M  )      (M  -  )
                                                   STA             -  (  M) -                 -  - (M) -      (M  )
      CONSISTENT                                   ADM       -  -  -  (  M) -           -  -  -  (  M) -      (M  )  -  -
                                                   FAC             -  (  M) -              -  -  - (M) -      (M  )  -
                                                   EDA          -  -  (  M  )              -  -  (  M  )      (M  )
                                                   STU             -  (  M) -                 -  (  M  )      (M  )  -
                                                   ALL  ME5.6 SD .8  .81 OF 338    ME5.8 SC .9  .72 OF 339    ED=77  .95 OF 221
                                                   FED  ME5.5 SC1.3  .63 OF  11    ME6.0 SD1.0  .90 OF  11    ED=78 1.00 OF   6
                                                   STA  ME5.7 SC .7  .83 OF  43    ME5.9 SD .6  .67 OF  43    ED=76 1.00 OF  30
                                                   ADM  ME5.5 SC .8  .87 CF 177    ME5.8 SD .9  .75 OF 177    ED=77  .95 OF 115
                                                   FAC  ME5.7 SC .8  .75 OF  28    ME5.8 SC .9  .64 OF  28    ED=78  .90 OF  21
                                                   EDA  ME5.5 SC1.2  .83 OF  12    ME5.7 SD1.2  .83 OF  12    ED=77 1.00 OF   6
                                                   STU  ME5.8 SD .8  .78 OF  14    ME5.8 SD1.0  .85 CF  14    ED=77  .90 OF  10
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CHANGE STMT.	PCT. SHOULD CHANGE	NUM	FED 1	STA 2	NGV 3	IND 4	STU 5	FAC 6	PUB 7	PRI 8	PRO 9	NUM	FED 1	STA 2	NGV 3	IND 4	STU 5	FAC 6	PUB 7	PRI 8	PRO 9	NUM
			FORCES PROMOTING THE CHANGE										FORCES HINDERING THE CHANGE									
13																						
GROUP																						
ALL	85.1	174	4.4	3.1	3.7	2.5	62.5	14.4	3.7	5.6	0.0	160	.6	15.5	0.0	.6	1.3	70.3	8.4	2.6	.6	155
FED	75.0	4	33.3	0.0	0.0	0.0	66.7	0.0	0.0	0.0	0.0	3	0.0	25.0	0.0	0.0	0.0	75.0	0.0	0.0	0.0	4
STA	82.6	23	4.5	9.1	0.0	0.0	68.2	4.5	0.0	13.6	0.0	22	0.0	13.6	0.0	0.0	4.5	72.7	9.1	0.0	0.0	22
ADM	83.5	91	2.4	2.4	4.8	3.6	56.6	19.3	6.0	4.8	0.0	83	0.0	14.8	0.0	1.2	1.2	69.1	8.6	3.7	1.2	81
FAC	94.4	18	11.1	0.0	5.6	0.0	61.1	16.7	0.0	5.6	0.0	13	0.0	16.7	0.0	0.0	0.0	66.7	16.7	0.0	0.0	18
EDA	80.0	5	0.0	0.0	0.0	0.0	80.0	20.0	0.0	0.0	0.0	5	20.0	20.0	0.0	0.0	0.0	40.0	0.0	20.0	0.0	5
STU	75.0	8	0.0	0.0	0.0	0.0	83.3	16.7	0.0	0.0	0.0	6	0.0	25.0	0.0	0.0	0.0	50.0	25.0	0.0	0.0	4
14																						
GROUP																						
ALL	97.1	172	5.6	9.3	7.4	8.6	51.2	5.6	3.7	7.4	1.2	162	1.2	6.9	1.9	3.1	5.0	56.9	14.4	5.6	5.0	160
FED	100.0	4	0.0	25.0	0.0	25.0	50.0	0.0	0.0	0.0	0.0	4	0.0	0.0	0.0	25.0	0.0	25.0	25.0	25.0	0.0	4
STA	100.0	23	0.0	19.0	4.8	9.5	52.4	4.8	4.8	4.8	0.0	21	0.0	0.0	0.0	0.0	4.8	71.4	23.8	0.0	0.0	21
ADM	96.6	89	4.8	10.7	7.1	9.5	46.4	6.0	4.8	9.5	1.2	84	2.4	6.1	2.4	3.7	6.1	54.9	11.0	6.1	7.3	82
FAC	94.7	19	5.6	5.6	5.6	0.0	55.6	11.1	5.6	11.1	0.0	18	0.0	16.7	5.6	5.6	0.0	55.6	5.6	5.6	5.6	18
EDA	100.0	4	0.0	0.0	0.0	0.0	60.0	20.0	0.0	0.0	20.0	5	0.0	20.0	0.0	0.0	0.0	40.0	40.0	0.0	0.0	5
STU	88.9	9	0.0	0.0	14.3	0.0	71.4	0.0	0.0	14.3	0.0	7	0.0	28.6	0.0	0.0	14.3	14.3	42.9	0.0	0.0	7
15																						
GROUP																						
ALL	96.6	176	25.9	19.9	.6	28.9	10.8	0.0	7.2	0.0	6.6	166	1.4	4.2	6.3	0.0	12.0	28.9	7.7	31.7	7.7	142
FED	100.0	5	80.0	0.0	0.0	20.0	0.0	0.0	0.0	0.0	0.0	5	0.0	0.0	0.0	0.0	0.0	75.0	0.0	25.0	0.0	4
STA	100.0	23	30.4	26.1	4.3	13.0	8.7	0.0	8.7	0.0	8.7	23	10.0	5.0	0.0	0.0	5.0	35.0	5.0	30.0	10.0	20
ADM	96.7	90	17.9	22.6	0.0	35.7	11.9	0.0	8.3	0.0	3.6	84	0.0	5.3	5.3	0.0	15.8	27.6	9.2	30.3	6.6	76
FAC	94.4	18	21.1	15.8	0.0	36.8	10.5	0.0	5.3	0.0	10.5	13	0.0	6.3	18.7	0.0	12.5	31.3	0.0	18.7	12.5	16
EDA	80.0	5	80.0	20.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5	0.0	0.0	20.0	0.0	0.0	0.0	20.0	60.0	0.0	[illegible]
STU	88.9	9	0.0	16.7	0.0	16.7	16.7	0.0	16.7	0.0	33.3	6	0.0	0.0	0.0	0.0	0.0	50.0	0.0	50.0	0.0	[illegible]

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                                                                                                              ---PAGE  6
                                                          QUESTION 1                QUESTION 2                 QUESTION 3
                                                         ASSUMING THIS            WHAT IS THE LIKE-           IF YOU BELIEVE
     N = NONE                                            CHANGE WILL OCCUR,       LIHOOD THIS CHANGE          THIS CHANGE IS
     VG = VERY GREAT                                     WHAT WILL BE ITS         WILL OCCUR.                 LIKELY,WHEN
     I = IMPOSSIBLE                                      IMPACT.                                              WILL IT OCCUR.
     VC = VIRTUALLY CERTAIN

                CHANGE STATEMENT                          N               VG        I                VC         BY 19--

16.  THE USE OF TV, COMPUTERS, AND NEW                    1  2  3  4  5  6  7       1  2  3  4  5  6  7      75 80 85 90 95+
TECHNOLOGIES IN POSTSECONDARY INSTRUCTION WILL    ALL     -  -  -  - (M  )  -          -  -  -  (  M  )      (  M) -  -
INCREASE.                                         FED              -  (  M) -                   (  M  )      - (M)
                                                  STA           -  - (M  )  -                   (  M) -      (  M) -
      CONSISTENT                                  ADM           -  - (M  )  -          -  -  -  (  M  )      (  M) -  -
                                                  FAC        -  -  -  (  M) -                   -  - (M  )      (  M) -
                                                  EDA           -  (  M  )  -          -  -  -  (  M  )      (  M) -
                                                  STU     -  -  -  - (M  )  -                -  -  (  M  )      - (M) -
                                                  ALL  ME5.4 SD1.0  .76 OF 337    ME5.8 SD1.0  .91 OF 338    ED=79  .88 OF 223
                                                  FED  ME5.6 SD .9  .72 OF  11    ME5.9 SD .9 1.00 OF  11    ED=79  .80 OF   5
                                                  STA  ME5.2 SD .9  .81 OF  43    ME5.9 SD .7  .83 OF  43    ED=79  .93 OF  30
                                                  ADM  ME5.4 SD .9  .77 OF 177    ME5.8 SD1.0  .89 OF 177    ED=78  .88 OF 116
                                                  FAC  ME5.2 SD1.5  .67 OF  28    ME6.2 SD .8  .89 OF  28    ED=79  .90 OF  21
                                                  EDA  ME5.0 SD1.1  .83 OF  12    ME5.6 SD1.4  .83 OF  12    ED=80  .71 OF   7
                                                  STU  ME5.1 SD1.4  .78 OF  14    ME5.8 SD1.1  .92 OF  14    ED=80  .72 OF  11


17.  COLLEGES AND UNIVERSITIES (OR BRANCHES)              1  2  3  4  5  6  7       1  2  3  4  5  6  7      75 80 85 90 95+
WILL BE ESTABLISHED AT AN INCREASING RATE.        ALL     -  -  -  (  M  )  -       -  (  M  )  -  -  -
                                                  FED        -  -  (  M  )          -  (  M  )  -  -
                                                  STA           - (M  )  -  -         (M  )  -  -  -  -
    INCONSISTENT                                  ADM        -  -  (  M  )  -       -  (  M  )  -  -  -
                                                  FAC     -  -  (  M  -  )  -       - (M  -  )  -  -
                                                  EDA           -  (  M  -  )       - (M  -  )  -  -  -
                                                  STU        -  -  - (M  )  -       -  (  M  )  -  -
                                                  ALL  ME4.7 SD1.2  .80 OF 322    ME2.9 SD1.3  .80 OF 328
                                                  FED  ME4.5 SD1.1  .90 OF  10    ME3.3 SD1.3  .81 OF  11
                                                  STA  ME4.6 SD1.0  .70 OF  41    ME2.7 SD1.0  .82 OF  41
                                                  ADM  ME4.8 SD1.3  .78 OF 169    ME2.9 SD1.3  .81 OF 169
                                                  FAC  ME4.3 SD1.5  .80 OF  26    ME2.7 SD1.3  .71 OF  28
                                                  EDA  ME5.1 SD1.4  .83 OF  12    ME3.0 SD1.6  .75 OF  12
                                                  STU  ME5.1 SD1.2  .71 OF  14    ME3.3 SD1.4  .78 OF  14


18.  POSTSECONDARY EDUCATION WILL BECOME MORE             1  2  3  4  5  6  7       1  2  3  4  5  6  7      75 80 85 90 95+
FLEXIBLE (I.E., REDUCTION IN THE NUMBER OF        ALL        -  -  -  (  M) -          -  -  -  (  M) -      (M  )  -  -  -
REQUIRED COURSES)                                 FED                (M  )  -                   (  M) -      (M) -
                                                  STA              -  (  M) -             -  -  (  M) -      (  M) -
      CONSISTENT                                  ADM           -  -  (  M) -          -  -  -  - (M) -      (M  )  -  -  -
                                                  FAC           -  -  (  M) -             -  -  (  M) -      (M  )  -  -
                                                  EDA              -  (  M  )             -  -  (  M  )      (  M)
                                                  STU        -  -  - (M  )  -             -  -  (  M) -      (M) -  -
                                                  ALL  ME5.6 SD .9  .81 OF 337    ME5.8 SD .9  .76 OF 338    ED=78  .93 OF 218
                                                  FED  ME5.5 SD .7  .90 OF  11    ME5.9 SD .7  .81 OF  11    ED=77  .60 OF   5
                                                  STA  ME5.5 SD .8  .81 OF  43    ME5.7 SD .8  .81 OF  43    ED=78  .90 OF  30
                                                  ADM  ME5.6 SD .8  .81 OF 177    ME5.8 SD .8  .61 OF 177    ED=77  .94 OF 116
                                                  FAC  ME5.5 SD1.0  .82 OF  28    ME5.8 SD .9  .71 OF  28    ED=78  .85 OF  21
                                                  EDA  ME5.8 SD1.1  .83 OF  12    ME5.8 SD1.1  .91 OF  12    ED=78 1.00 OF   6
                                                  STU  ME5.1 SD1.2  .78 OF  14    ME5.6 SD1.0  .78 OF  14    ED=77  .77 OF   9
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         PCT.                         FORCES PROMOTING THE CHANGE                                        FORCES HINDERING THE CHANGE
CHANGE SHOULD         FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRC            FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRO
STMT.  CHANGE  NUM     1     2     3     4     5     6     7     8     9     NUM      1     2     3     4     5     6     7     8     9     NUM

 16

GROUP
 ALL    97.1   174    21.9   9.4   6.3  25.6   7.5   6.3  19.4    .6   3.1   160      0.0   8.8   1.4    .7   6.8  72.3   2.7   5.4   2.0   148
 FED   100.0     5    40.0  20.0  20.0   0.0   0.0   0.0  20.0   0.0   0.0     5      0.0   0.0   0.0   0.0   0.0100.0   0.0   0.0   0.0     4
 STA   100.0    23    10.0  20.0   5.0  30.0  10.0   5.0  20.0   0.0   0.0    20      0.0  15.0   0.0   0.0   5.0  80.0   0.0   0.0   0.0    20
 ADM    98.9    89    15.9  11.0   7.3  24.4   7.3  11.0  20.7   0.0   2.4    82      0.0  11.8   0.0   0.0   7.9  68.4   2.6   5.3   3.9    76
 FAC    94.4    18    36.8   0.0   5.3  31.6   5.3   0.0  15.8   0.0   5.3    19      0.0   5.9   5.9   0.0   5.9  76.5   0.0   5.9   0.0    17
 EDA   100.0     5    20.0   0.0   0.0  60.0   0.0   0.0  20.0   0.0   0.0     5      0.0   0.0   0.0   0.0   0.0  60.0   0.0  40.0   0.0     5
 STU    87.5     8    16.7   0.0   0.0   0.0  16.7   0.0  50.0  16.7   0.0     6      0.0   0.0  20.0   0.0  20.0  40.0   0.0  20.0   0.0     5


 17

GROUP
 ALL     0.0     0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0
 FED     0.0     0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0
 STA     0.0     0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0
 ADM     0.0     0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0
 FAC     0.0     0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0
 EDA     0.0     0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0
 STU     0.0     0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0


 18

GROUP
 ALL    91.4   174     0.0   7.5   1.9   2.5  70.2   5.0   9.3   3.1    .6   161      1.3   3.8   5.1   3.8   0.0  71.2   9.0   3.2   2.6   156
 FED    80.0     5     0.0   0.0   0.0   0.0100.0   0.0   0.0   0.0   0.0     3      0.0   0.0   0.0  33.3   0.0  33.3  33.3   0.0   0.0     3
 STA    95.5    22     0.0  18.2   0.0   0.0  54.5   9.1  18.2   0.0   0.0    22      0.0   4.5   4.5   0.0   0.0  86.4   4.5   0.0   0.0    22
 ADM    92.1    89     0.0   6.1   2.4   1.2  73.2   6.1   6.1   4.9   0.0    82      1.3   3.8   6.3   3.8   0.0  67.1   8.9   5.1   3.8    79
 FAC    89.5    19     0.0  10.5   5.3   5.3  73.7   0.0   5.3   0.0   0.0    19      0.0   5.6   5.6   0.0   0.0  83.3   0.0   0.0   5.6    18
 EDA   100.0     5     0.0   0.0   0.0   0.0  60.0   0.0  20.0   0.0  20.0     5      0.0  25.0   0.0   0.0   0.0  75.0   0.0   0.0   0.0     4
 STU    62.5     8     0.0   0.0   0.0   0.0100.0   0.0   0.0   0.0   0.0     6      0.0   0.0   0.0  28.6   0.0  14.3  42.9  14.3   0.0     7
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                                                                                                          ---PAGE  7
                                                           QUESTION 1                 QUESTION 2                  QUESTION 3
                                                          ASSUMING THIS              WHAT IS THE LIKE-          IF YOU BELIEVE
     N = NONE                                             CHANGE WILL OCCUR,         LIHOOD THIS CHANGE         THIS CHANGE IS
     VG = VERY GREAT                                      WHAT WILL BE ITS           WILL OCCUR.                LIKELY,WHEN
     I = IMPOSSIBLE                                       IMPACT.                                               WILL IT OCCUR.
     VC = VIRTUALLY CERTAIN

                CHANGE STATEMENT                           N               VG        I                VC          BY 19--

19.  STUDENT EXPERIENCE (WORK, SERVICE) IN THE             1  2  3  4  5  6  7       1  2  3  4  5  6  7        75 80 85 90 95+
NONACADEMIC COMMUNITY WILL BE INCREASINGLY         ALL        -  -  -  (  M) -          -  -  - (M  )  -        (  M) -  -  -
ACCEPTED FOR ACADEMIC CREDIT.                      FED              (  M) -                  -  - (M  )  -       (M)
                                                   STA           -  -  (  M) -             -  -  (  M) -        (  M) -  -
      CONSISTENT                                   ADM        -  -  -  (  M) -          -  -  - (M  )  -        (  M) -  -
                                                   FAC        -  -  - (M  )  -          -  -  (  -  M) -       (M  )  -  -  -
                                                   EDA        -  -  -  (  M  )          -  -  - (M  )  -        - (M  )
                                                   STU                 (  M) -          -  -  -  (  M) -        (  M) -  -
                                                   ALL  ME5.4 SD1.0  .78 OF 338   ME5.3 SD1.2  .66 OF 339      ED=79  .86 OF 210
                                                   FED  ME5.0 SD .7  .72 OF  11   ME5.5 SD1.1  .72 OF  11      ED=75 1.00 OF   4
                                                   STA  ME5.4 SD .9  .81 OF  43   ME5.4 SD1.0  .72 OF  43      ED=79  .77 OF  29
                                                   ADM  ME5.4 SD1.0  .79 OF 177   ME5.2 SD1.2  .67 OF 177      ED=79  .89 OF 109
                                                   FAC  ME5.2 SD1.2  .71 OF  28   ME5.1 SD1.3  .78 OF  28      ED=79  .80 OF  20
                                                   EDA  ME5.4 SD1.4  .83 OF  12   ME5.2 SD1.3  .58 OF  12      ED=81  .83 OF   6
                                                   STU  ME5.6 SD .6  .92 OF  14   ME5.1 SD1.3  .71 OF  14      ED=80  .66 OF   9

20.  DEGREE GRANTING INSTITUTIONS WILL BECOME MORE         1  2  3  4  5  6  7       1  2  3  4  5  6  7        75 80 85 90 95+
SPECIALIZED.                                       ALL        -  -  (  M  )  -       -  -  (  M  )  -  -        - (M  )  -  -
                                                   FED        -  -  - (M  )             -  (  -  M  )  -          (M) -
                                                   STA           -  (  M) -             -  (  M  )  -  -        - (M  )  -
    INCONSISTENT                                   ADM        -  -  (  M  )  -       -  -  (  M  )  -  -        - (M  )  -  -
                                                   FAC        -  -  - (M  )  -       -  -  (  M  )  -           - (M  )  -  -
                                                   EDA        -  -  - (M  )  -          -  (  M  )  -             (M) -  -
                                                   STU           -  - (M  )  -          -  -  (  M) -  -          (M) -  -
                                                   ALL  ME4.9 SD1.0  .90 OF 336   ME4.1 SD1.2  .79 OF 337      ED=82  .81 OF 165
                                                   FED  ME5.0 SD1.3  .81 OF  11   ME4.8 SD1.5  .81 OF  11      ED=81  .40 OF   5
                                                   STA  ME4.8 SD .8  .74 OF  43   ME4.3 SD1.2  .79 OF  43      ED=82  .73 OF  19
                                                   ADM  ME4.9 SD1.1  .88 OF 176   ME4.0 SD1.2  .81 OF 176      ED=82  .81 OF  88
                                                   FAC  ME5.1 SD1.0  .71 OF  28   ME3.7 SD1.3  .67 OF  28      ED=83  .84 OF  13
                                                   EDA  ME5.3 SD1.3  .66 OF  12   ME4.0 SD1.1  .83 OF  12      ED=83  .60 OF   5
                                                   STU  ME5.3 SD1.0  .78 OF  14   ME4.6 SD1.2  .71 OF  14      ED=82  .66 OF   9

21.  DEGREE GRANTING INSTITUTIONS WILL BECOME              1  2  3  4  5  6  7       1  2  3  4  5  6  7        75 80 85 90 95+
MORE ALIKE.                                        ALL     -  -  - (M  )  -  -       -  -  (  M  )  -  -
                                                   FED        -  (  M  -  )  -       -  -  (  -  M) -
                                                   STA     -  -  (  M  )  -             (  -  M  )  -
      CONSISTENT                                   ADM     -  -  - (M  )  -  -       -  -  (  M  )  -  -
                                                   FAC           - (M  -  )  -       -  -  (  M  )  -  -
                                                   EDA           -  (  M) -             -  (  M  )  -  -
                                                   STU     -  -  (  M  )  -  -          (  -  M  )  -
                                                   ALL  ME4.3 SD1.3  .61 OF 324   ME3.7 SD1.3  .67 OF 327
                                                   FED  ME4.2 SD1.5  .80 OF  10   ME4.0 SD1.5  .72 OF  11
                                                   STA  ME3.9 SD1.2  .85 OF  40   ME3.7 SD1.3  .90 OF  40
                                                   ADM  ME4.3 SD1.2  .65 OF 169   ME3.7 SD1.3  .72 OF 163
                                                   FAC  ME4.5 SD1.2  .67 OF  28   ME4.0 SD1.7  .53 OF  28
                                                   EDA  ME4.6 SD .9  .75 OF  12   ME4.1 SD1.4  .75 OF  12
                                                   STU  ME3.9 SD1.6  .64 OF  14   ME3.5 SD1.2  .92 OF  14
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         PCT.                        FORCES PROMOTING THE CHANGE                                            FORCES HINDERING THE CHANGE
CHANGE SHOULD          FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRO             FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRO
STMT.  CHANGE   NUM     1    2    3    4    5    6    7    8    9      NUM       1    2    3    4    5    6    7    8    9      NUM

 19

GROUP
 ALL    83.1    172     5.6 11.8  3.1 13.7 54.0  1.2  7.5  2.5   .6     161      0.0  5.4  4.7  1.4  0.0 66.9  9.5  7.4  4.7     148
 FED    80.0      5    20.0 20.0  0.0  0.0 60.0  0.0  0.0  0.0  0.0       5      0.0  0.0  0.0  0.0  0.0 66.7  0.0 33.3  0.0       3
 STA    95.2     21     5.0 15.0  5.0 10.0 55.0  0.0 10.0  0.0  0.0      20      0.0  0.0  5.6  0.0  0.0 66.7 11.1  5.6 11.1      18
 ADM    78.7     89     3.7  9.9  3.7 16.0 51.9  2.5  8.6  3.7  0.0      81      0.0  3.9  5.2  1.3  0.0 68.8  9.1  7.8  3.9      77
 FAC    78.9     19    10.5 21.1  5.3 15.8 47.4  0.0  0.0  0.0  0.0      19      0.0 10.5  5.3  0.0  0.0 68.4  5.3  5.3  5.3      19
 EDA    80.0      5     0.0  0.0  0.0  0.0 60.0  0.0  0.0 20.0 20.0       5      0.0 25.0  0.0  0.0  0.0 50.0 25.0  0.0  0.0       4
 STU    87.5      8     0.0  0.0  0.0 28.6 57.1  0.0 14.3  0.0  0.0       7      0.0 20.0  0.0  0.0  0.0  0.0 60.0  0.0 20.0       5



 20

GROUP
 ALL    51.5    165     5.4 38.5  2.0 11.5  3.4 10.1 11.5 11.5  6.1     148      3.5  6.9  4.9  2.1 12.5 27.1 30.6 11.8   .7     144
 FED    75.0      4     0.0 75.0  0.0 25.0  0.0  0.0  0.0  0.0  0.0       4      0.0  0.0  0.0  0.0  0.0 50.0 25.0 25.0  0.0       4
 STA    50.0     20     0.0 36.8  0.0 15.8  5.3 21.1 15.8  0.0  5.3      19      0.0 10.5 10.5  5.3 26.3  5.3 31.6 10.5  0.0      19
 ADM    50.0     86     6.8 41.9  1.4  6.8  2.7  9.5  9.5 16.2  5.4      74      4.1  8.1  2.7  0.0 10.8 29.7 31.1 12.2  1.4      74
 FAC    64.7     17    17.6 41.2  5.9  0.0  5.9  5.9 11.8  5.9  5.9      17      0.0  6.3 12.5  6.3  0.0 31.3 31.3 12.5  0.0      16
 EDA    50.0      4     0.0  0.0 25.0  0.0  0.0  0.0 50.0  0.0 25.0       4      0.0  0.0  0.0  0.0 25.0  0.0 50.0 25.0  0.0       4
 STU    33.3      9     0.0  0.0  0.0 42.9  0.0  0.0 28.6 14.3 14.3       7      0.0 14.3  0.0 14.3 28.6  0.0 14.3 28.6  0.0       7



 21

GROUP
 ALL     0.0      0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0       0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0       0
 FED     0.0      0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0       0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0       0
 STA     0.0      0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0       0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0       0
 ADM     0.0      0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0       0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0       0
 FAC     0.0      0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0       0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0       0
 EDA     0.0      0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0       0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0       0
 STU     0.0      0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0       0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0       0
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                                                                                                          ---PAGE  6
                                                           QUESTION 1                 QUESTION 2                 QUESTION 3
                                                           ASSUMING THIS              WHAT IS THE LIKE-          IF YOU BELIEVE
     N = NONE                                              CHANGE WILL OCCUR,         LIHOOD THIS CHANGE         THIS CHANGE IS
     VG = VERY GREAT                                       WHAT WILL BE ITS           WILL OCCUR.                LIKELY,WHEN
     I = IMPOSSIBLE                                        IMPACT.                                               WILL IT OCCUR.
     VC = VIRTUALLY CERTAIN

                CHANGE STATEMENT                          N                 VG        I                VC           BY 19--

22.  THE ABSOLUTE NUMBER OF FOUR YEAR COLLEGES AND        1  2  3  4  5  6  7         1  2  3  4  5  6  7       75 80 85 90 95+
UNIVERSITIES WILL DECREASE.                        ALL    -  -  - (M  )  -  -         -  -  (  M  )  -  -       - (M  )  -  -
                                                   FED       (  -  -  M  )  -         -  (  M) -  -  -
                                                   STA       -  - (M  )  -  -         -  -  (  M  )  -  -       - (M  )
    INCONSISTENT                                   ADM    -  -  - (M  )  -  -         -  -  (  M  )  -  -       - (M  )  -  -
                                                   FAC    -  -  - (M  -  )  -         -  (  -  M  -  )  -       - (M  )  -  -
                                                   EDA       -  - (M  )  -  -            -  (  -  M  )  -         (  M)
                                                   STU       -  -  (  M  )  -            - (M  -  )  -  -         (  M)
                                                   ALL  ME4.4 SD1.3  .61 OF 336     ME3.9 SD1.6  .58 OF 339    ED=81  .73 OF 154
                                                   FED  ME4.8 SD1.8  .81 OF  11     ME2.9 SD1.5  .54 OF  11    ED=82  .66 OF   3
                                                   STA  ME4.6 SD1.2  .65 OF  43     ME4.0 SD1.6  .53 OF  43    ED=81  .78 OF  13
                                                   ADM  ME4.4 SD1.3  .62 OF 175     ME4.0 SD1.6  .61 OF 176    ED=81  .71 OF  82
                                                   FAC  ME4.3 SD1.5  .71 OF  28     ME3.9 SD1.8  .85 OF  28    ED=82  .85 OF  14
                                                   EDA  ME4.3 SD1.3  .58 OF  12     ME4.4 SD1.6  .75 OF  12    ED=83 1.00 OF   4
                                                   STU  ME4.6 SD1.3  .78 OF  14     ME3.8 SD1.4  .78 OF  14    ED=83 1.00 OF   3

23.  THE CAMPUS AND NONACADEMIC COMMUNITY WILL            1  2  3  4  5  6  7         1  2  3  4  5  6  7       75 80 85 90 95+
INCREASINGLY SHARE RESOURCES (CAMPUS WITHOUT       ALL    -  -  -  -  (  M) -         -  -  -  - (M  )  -       (  M) -  -  -
WALLS).                                            FED             -  (  M  )               -  (  -  M) -       (M) -
                                                   STA    -  -  -  -  (  M) -            -  -  -  (  M) -       (  M) -  -
      CONSISTENT                                   ADM       -  -  - (M  )  -            -  -  - (M  )  -       (  M) -  -  -
                                                   FAC    -  -  -  -  (  M) -         -  -  -  (  M  )  -       (  M  )
                                                   EDA             -  (  M) -               -  -  (  M) -       (  M)
                                                   STU       -  -  (  M  -  )            -  -  -  (  M)         (  M  -  )
                                                   ALL  ME5.4 SD1.0  .75 OF 338     ME5.3 SD1.1  .70 OF 340    ED=80  .69 OF 210
                                                   FED  ME5.7 SD1.1  .81 OF  11     ME5.4 SD1.4  .54 OF  11    ED=76  .80 OF   5
                                                   STA  ME5.5 SD1.0  .81 OF  43     ME5.3 SD1.2  .65 OF  43    ED=79  .86 OF  29
                                                   ADM  ME5.4 SD .9  .73 OF 177     ME5.3 SD1.0  .75 OF 177    ED=80  .89 OF 108
                                                   FAC  ME5.3 SD1.4  .64 OF  28     ME4.9 SD1.6  .67 OF  28    ED=80 1.00 OF  19
                                                   EDA  ME5.5 SD .8  .83 OF  12     ME5.3 SD1.2  .66 OF  12    ED=78 1.00 OF   6
                                                   STU  ME5.2 SD1.4  .92 OF  14     ME5.3 SD1.0  .92 OF  14    ED=81 1.00 OF  10

24.  NEEDS AS EXPRESSED BY STUDENTS WILL RECEIVE          1  2  3  4  5  6  7         1  2  3  4  5  6  7       75 80 85 90 95+
INCREASED ATTENTION                                ALL    -  -  -  (  M  )  -            -  -  (  M  )  -       (M  )  -  -  -
                                                   FED       -  -  (  M) -  -            -  -  (  M) -
                                                   STA          -  (  M  )  -               -  (  M  )  -       (M  )  -
      CONSISTENT                                   ADM          -  (  M  )  -            -  -  - (M  )  -       (M  )  -  -
                                                   FAC    -  -  -  (  -  M) -            -  -  - (M  )  -       (M  )  -  -  -
                                                   EDA             -  (  M  )            -  -  - (M  )  -       (M  )  -
                                                   STU          -  (  M  )  -               -  (  -  M) -        (  M  )
                                                   ALL  ME5.1 SD1.1  .84 OF 339     ME5.1 SD1.1  .85 OF 339    ED=77  .92 OF 208
                                                   FED  ME4.6 SD1.4  .54 OF  11     ME4.5 SD1.2  .63 OF  11    ED=77  .66 OF   3
                                                   STA  ME5.0 SD .9  .93 OF  43     ME5.1 SD1.0  .90 OF  43    ED=77  .96 OF  29
                                                   ADM  ME5.1 SD1.0  .87 OF 177     ME5.1 SD1.1  .70 OF 177    ED=77  .95 OF 106
                                                   FAC  ME5.0 SD1.5  .71 OF  28     ME5.1 SD1.3  .64 OF  28    ED=77  .90 OF  20
                                                   EDA  ME5.6 SD1.0  .83 OF  12     ME5.0 SD1.4  .66 OF  12    ED=77  .83 OF   6
                                                   STU  ME4.9 SD1.2  .78 OF  14     ME5.2 SD1.1  .85 OF  14    ED=79 1.00 OF  10
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          PCT.                                  FORCES PROMOTING THE CHANGE                                            FORCES HINDERING THE CHANGE
CHANGE  SHOULD              FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRC              FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRO
STMT.   CHANGE   NUM         1     2     3     4     5     6     7     8     9     NUM          1     2     3     4     5     6     7     8     9     NUM

 22

GROUP
 ALL     43.2    169       12.3  47.1   4.3   2.2   2.2    .7  13.8  13.0   4.3   139         8.6  11.5   3.6   0.0  11.5  15.8  12.9  32.4   3.6   139
 FED     20.0      5        0.0  66.7   0.0   0.0   0.0   0.0   0.0   0.0  33.3     3        50.0   0.0   0.0   0.0   0.0   0.0   0.0  50.0   0.0     2
 STA     54.5     22       15.8  31.6  15.8   5.3   5.3   0.0   0.0  21.1   5.3    19        11.1  11.1   0.0   0.0   0.0  22.2  27.8  27.8   0.0    18
 ADM     42.4     85       13.2  50.0   2.9   2.9   1.5   0.0  10.3  14.7   4.4    68         4.2  15.5   0.0   0.0  12.7  15.5  14.1  35.2   2.8    71
 FAC     36.8     19        5.6  61.1   5.6   0.0   0.0   0.0  22.2   5.6   0.0    18        15.8   5.3  10.5   0.0  10.5  15.8   5.3  21.1  15.8    19
 EDA     60.0      5       20.0  20.0   0.0   0.0   0.0   0.0  40.0   0.0  20.0     5         0.0   0.0  33.3   0.0   0.0   0.0  33.3  33.3   0.0     3
 STU     33.3      9        0.0  60.0   0.0   0.0   0.0   0.0  20.0  20.0   0.0     5        33.3   0.0  16.7   0.0  33.3   0.0  16.7   0.0   0.0     6

 23

GROUP
 ALL     94.2    173        8.9  30.6   7.6  10.8  17.8   3.2  13.4   7.0    .6   157          .7   7.1   5.0    .7   0.0  50.4  17.0   9.9   9.2   141
 FED    100.0      5       33.3   0.0  33.3   0.0  33.3   0.0   0.0   0.0   0.0     3         0.0   0.0   0.0   0.0   0.0  50.0   0.0  50.0   0.0     2
 STA    100.0     22        4.8  38.1   4.8  14.3   9.5   9.5  14.3   4.8   0.0    21         0.0   5.0   5.0   0.0   0.0  50.0  25.0  10.0   5.0    20
 ADM     93.2     88        7.6  30.4  10.1  12.7  13.9   2.5  16.5   5.1   1.3    79         1.4   7.0   5.6   0.0   0.0  57.7  11.3  12.7   4.2    71
 FAC     89.5     19        5.6  50.0   5.6  16.7  16.7   0.0   0.0   5.6   0.0    18         0.0   5.3   0.0   0.0   0.0  47.4  15.8   0.0  31.6    19
 EDA    100.0      5       20.0   0.0   0.0   0.0  60.0   0.0   0.0  20.0   0.0     5         0.0   0.0  25.0   0.0   0.0  25.0   0.0   0.0  50.0     4
 STU     87.5      8        0.0  14.3   0.0   0.0  28.6  14.3  14.3  28.6   0.0     7         0.0  20.0   0.0  20.0   0.0   0.0  40.0   0.0  20.0     5

 24

GROUP
 ALL     89.8    177        1.6   1.2   1.2   0.0  87.8   4.9   1.8   1.2   0.0   164         2.7  16.2   4.1   5.4    .7  53.4  14.9    .7   2.0   148
 FED     60.0      5        0.0   0.0   0.0   0.0 100.0   0.0   0.0   0.0   0.0     4         0.0   0.0   0.0   0.0   0.0 100.0   0.0   0.0   0.0     4
 STA     95.7     23        0.0   4.5   0.0   0.0  86.4   9.1   0.0   0.0   0.0    22         5.3  15.8   5.3   0.0   0.0  57.9  15.8   0.0   0.0    19
 ADM     86.7     90        1.2   1.2   2.4   0.0  86.7   3.6   2.4   2.4   0.0    83         2.7  17.3   4.0   6.7   0.0  50.7  13.3   1.3   4.0    75
 FAC     89.5     19       10.5   0.0   0.0   0.0  84.2   5.3   0.0   0.0   0.0    19         0.0   5.9  11.8   5.9   0.0  64.7  11.8   0.0   0.0    17
 EDA    100.0      5        0.0   0.0   0.0   0.0  80.0  20.0   0.0   0.0   0.0     5        20.0  20.0   0.0   0.0  20.0  40.0   0.0   0.0   0.0     5
 STU    100.0      9        0.0   0.0   0.0   0.0  85.7  14.3   0.0   0.0   0.0     7         0.0  50.0   0.0  16.7   0.0  16.7  16.7   0.0   0.0     6
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                                                QUESTION 1                  QUESTION 2                  QUESTION 3
N = NONE                                        ASSUMING THIS               WHAT IS THE LIKE-           IF YOU BELIEVE
VG = VERY GREAT                                 CHANGE WILL OCCUR,          LIHOOD THIS CHANGE          THIS CHANGE IS
I = IMPOSSIBLE                                  WHAT WILL BE ITS            WILL OCCUR.                 LIKELY,WHEN
VC = VIRTUALLY CERTAIN                          IMPACT.                                                 WILL IT OCCUR.

          CHANGE STATEMENT                      N                 VG        I                 VC          BY 19--

25.  THE MANPOWER NEEDS OF SOCIETY WILL RECEIVE
INCREASED ATTENTION.
                                                 1  2  3  4  5  6  7         1  2  3  4  5  6  7        75 80 85 90 95+
                                           ALL   -  -  -  - (M  )  -            -  -  - (M  )  -        (M  )  -  -  -
                                           FED            - (M  )  -                     (  M) -           (M)
     CONSISTENT                            STA         -  -  (  M) -                  -  -  (  M) -     (M  )  -
                                           ADM      -  -  - (M  )  -            -  -  - (M  )  -        (M  )  -  -
                                           FAC      -  -  -  (  M) -            -  -  -  (  M) -        (M  )  -
                                           EDA            -  (  M) -                  -  -  (  M) -     (M  )
                                           STU      -  -  (  M  )  -                  -  - (M  )  -      - (M  )  -
                                           ALL  ME5.3 SD1.0  .73 OF 338     ME5.4 SD1.0  .71 OF 340     ED=78  .97 OF 214
                                           FED  ME5.3 SD .9  .72 OF  11     ME5.8 SD .7  .81 OF  11     ED=80 1.00 OF   4
                                           STA  ME5.5 SD .9  .76 OF  43     ME5.6 SD .9  .79 OF  43     ED=77  .96 OF  30
                                           ADM  ME5.3 SD1.0  .74 OF 177     ME5.3 SD1.0  .68 OF 177     ED=78  .93 OF 112
                                           FAC  ME5.3 SD1.3  .60 OF  28     ME5.3 SD1.4  .57 OF  28     ED=77  .94 OF  18
                                           EDA  ME5.4 SD .9  .75 OF  12     ME5.5 SD1.0  .83 OF  12     ED=77 1.00 OF   7
                                           STU  ME4.9 SD1.2  .78 OF  14     ME5.4 SD1.0  .78 OF  14     ED=82  .80 OF  10

26.  THE LENGTH OF TIME REQUIRED TO OBTAIN A
BACHELORS DEGREE WILL DECREASE.
                                                 1  2  3  4  5  6  7         1  2  3  4  5  6  7        75 80 85 90 95+
                                           ALL      -  -  - (M  )  -         -  -  -  - (M  )  -         (  M) -  -
                                           FED         -  (  M  )  -                  -  (  M  )  -     (M) -
     CONSISTENT                            STA         -  - (M  )  -            -  -  - (M  )  -         (  M) -  -
                                           ADM      -  -  - (M  )  -         -  -  -  - (M  )  -         (  M) -  -
                                           FAC      -  -  - (M  )  -            -  -  (  -  M) -         - (M) -
                                           EDA         -  -  (  M) -                     -  (  M  )      - (M) -
                                           STU      -  -  (  M) -  -         -  -  -  (  M  )  -         (  M) -
                                           ALL  ME5.2 SD1.0  .74 OF 337     ME5.2 SD1.2  .64 OF 340     ED=79  .86 OF 205
                                           FED  ME5.1 SD1.1  .81 OF  11     ME5.4 SD1.3  .63 OF  11     ED=77  .60 OF   5
                                           STA  ME5.1 SD .9  .72 OF  43     ME5.4 SD1.2  .58 OF  43     ED=79  .85 OF  28
                                           ADM  ME5.3 SD .9  .79 OF 175     ME5.2 SD1.1  .71 OF 177     ED=78  .88 OF 107
                                           FAC  ME5.1 SD1.3  .67 OF  28     ME5.0 SD1.5  .67 OF  28     ED=79  .64 OF  17
                                           EDA  ME5.3 SD1.2  .75 OF  12     ME5.5 SD1.1  .75 OF  12     ED=81  .57 OF   7
                                           STU  ME4.5 SD1.3  .64 OF  14     ME4.9 SD1.6  .71 OF  14     ED=80  .66 OF   9

27.  ENROLLMENTS IN PROFESSIONAL EDUCATION (E.G.,
LAW AND MEDICINE) WILL INCREASE.
                                                 1  2  3  4  5  6  7         1  2  3  4  5  6  7        75 80 85 90 95+
                                           ALL      -  -  (  M  )  -         -  -  -  -  (  M) -        (M  )  -  -  -
                                           FED         -  (  M) -               -  -  -  (  M) -        (M  )
     CONSISTENT                            STA      -  -  (  M  )  -            -  -  -  (  M) -        (M  )  -
                                           ADM      -  -  (  M  )  -         -  -  -  -  (  M) -        (M  )  -  -  -
                                           FAC         -  - (M) -  -                  -  -  (  M) -     (M  )  -  -
                                           EDA              (M  )  -                     - (M) -        (M  )  -
                                           STU      -  -  (  M  -  )            -  -  - (M  )  -        (M  -  )
                                           ALL  ME5.0 SD1.1  .83 OF 337     ME5.6 SD1.0  .72 OF 339     ED=77  .94 OF 217
                                           FED  ME4.7 SD1.1  .54 OF  11     ME5.6 SD1.4  .54 OF  11     ED=76 1.00 OF   6
                                           STA  ME5.0 SD1.2  .79 OF  43     ME5.7 SD1.0  .76 OF  43     ED=76  .96 OF  30
                                           ADM  ME5.1 SD1.1  .86 OF 175     ME5.5 SD1.0  .72 OF 176     ED=77  .95 OF 110
                                           FAC  ME5.0 SD .8  .60 OF  28     ME5.7 SD .9  .78 OF  28     ED=78  .85 OF  21
                                           EDA  ME5.3 SD .6  .91 OF  12     ME5.9 SD .5  .75 OF  12     ED=78  .65 OF   7
                                           STU  ME4.9 SD1.6  .85 OF  14     ME5.1 SD1.2  .71 OF  14     ED=78 1.00 OF  10
          PCT.                             FORCES PROMOTING THE CHANGE                                       FORCES HINDERING THE CHANGE
CHANGE SHOULD              FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRO               FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRO
STMT.  CHANGE    NUM        1     2     3     4     5     6     7     8     9      NUM        1     2     3     4     5     6     7     8     9      NUM


 25

GROUP
 ALL     93.1    173      49.4  21.0   1.2  21.6   3.1   0.0   2.5    .6    .6     162       2.2   5.8   5.1   0.0  15.3  44.5   9.5  13.9   3.6     137
 FED    100.0      5     100.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0       5       0.0  33.3   0.0   0.0   0.0   0.0   0.0  66.7   0.0       3
 STA     95.7     23      45.5  31.8   0.0  18.2   0.0   0.0   4.5   0.0   0.0      22       0.0   4.8   4.8   0.0   9.5  61.9  14.3   4.8   0.0      21
 ADM     94.4     89      47.0  22.9   1.2  20.5   3.6   0.0   2.4   1.2   1.2      83       4.2   5.6   4.2   0.0  18.3  36.6   9.9  16.3   2.8      71
 FAC     88.2     17      47.1  11.8   0.0  29.4   5.9   0.0   5.9   0.0   0.0      17       0.0   6.7  20.0   0.0   0.0  53.3   0.0   6.7  13.3      15
 EDA    100.0      5      80.0  20.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0       5       0.0   0.0   0.0   0.0   0.0  50.0  25.0  25.0   0.0       4
 STU     75.0      8      33.3   0.0   0.0  66.7   0.0   0.0   0.0   0.0   0.0       6       0.0   0.0   0.0   0.0  25.0  25.0  25.0   0.0  25.0       4



 26

GROUP
 ALL     83.2    173       6.8  27.3   5.6   1.9  47.2   2.5   5.0   3.1    .6     161        .7   2.6   7.2   1.3   3.3  67.1   5.9   9.2   2.6     152
 FED     60.0      5      33.3  33.3   0.0   0.0   0.0   0.0   0.0  33.3   0.0       3       0.0   0.0   0.0   0.0  33.3  33.3   0.0  33.3   0.0       3
 STA     91.3     23       0.0  40.9   4.5   0.0  50.0   0.0   4.5   0.0   0.0      22       4.8   0.0   4.8   0.0   0.0  90.5   0.0   0.0   0.0      21
 ADM     80.9     89       7.3  28.0   7.3   1.2  45.1   3.7   3.7   2.4   1.2      82       0.0   2.6   9.1   1.3   3.9  62.3   7.8  10.4   2.6      77
 FAC     82.4     17       0.0  36.8   0.0   0.0  63.2   0.0   0.0   0.0   0.0      19       0.0   0.0   5.6   0.0   0.0  77.8   0.0   5.6  11.1      18
 EDA    100.0      5       0.0   0.0  20.0   0.0  60.0   0.0   0.0  20.0   0.0       5       0.0   0.0  20.0   0.0   0.0  80.0   0.0   0.0   0.0       5
 STU     75.0      8       0.0  16.7   0.0   0.0  66.7   0.0  16.7   0.0   0.0       6       0.0  16.7   0.0  16.7  16.7   0.0  33.3  16.7   0.0       6



 27

GROUP
 ALL     97.7    176      48.7  11.2   6.9   5.6  18.7    .6   7.5    .6   0.0     160       2.5  25.8  17.5   6.7   4.2  18.3   4.2  11.7   9.2     120
 FED    100.0      5      60.0   0.0   0.0  20.0  20.0   0.0   0.0   0.0   0.0       5       0.0  33.3   0.0   0.0   0.0   0.0  33.3  33.3   0.0       3
 STA    100.0     22      31.8  22.7   0.0   9.1  22.7   0.0  13.6   0.0   0.0      22       0.0  37.5  12.5   0.0   0.0  25.0   0.0  12.5  12.5      16
 ADM     95.6     91      47.5  10.0   8.7   5.0  20.0   0.0   7.5   1.2   0.0      80       1.5  24.6  21.5   6.2   6.2  16.9   3.1  12.3   7.7      65
 FAC    100.0     18      50.0   5.6  11.1   5.6  11.1   5.6  11.1   0.0   0.0      18       0.0  28.6  21.4   0.0   7.1  14.3   7.1  14.3   7.1      14
 EDA    100.0      5      60.0   0.0  20.0   0.0   0.0   0.0  20.0   0.0   0.0       5      50.0   0.0  50.0   0.0   0.0   0.0   0.0   0.0   0.0       2
 STU    100.0      9      28.6  28.6   0.0  14.3  28.6   0.0   0.0   0.0   0.0       7      20.0  20.0   0.0  20.0   0.0   0.0  20.0   0.0  20.0       5
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                                                                                                              ---PAGE 10
                                                          QUESTION 1                 QUESTION 2                QUESTION 3
                                                         ASSUMING THIS            WHAT IS THE LIKE-          IF YOU BELIEVE
     N = NONE                                            CHANGE WILL OCCUR,       LIHOOD THIS CHANGE         THIS CHANGE IS
     VG = VERY GREAT                                     WHAT WILL BE ITS         WILL OCCUR.                LIKELY,WHEN
     I = IMPOSSIBLE                                      IMPACT.                                             WILL IT OCCUR.
     VC = VIRTUALLY CERTAIN

                CHANGE STATEMENT                         N               VG          I               VC          BY 19--

28.  ENROLLMENTS IN PROFESSIONAL EDUCATION (E.G.         1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
LAW AND MEDICINE) WILL DECREASE.                  ALL    -  -  -  (  M  )  -        (  M) -  -  -  -  -
                                                  FED             -  - (M) -        (  M) -  -  -  -
                                                  STA       -  -  (  M  )  -        - (M  )  -  -  -
    INCONSISTENT                                  ADM    -  -  -  (  M  )  -        (  M) -  -  -  -  -
                                                  FAC       -  -  (  M  )  -        (  M) -  -
                                                  EDA          -  -  - (M) -        (  M)
                                                  STU       -  -  (  -  M  )        (  M) -  -
                                                  ALL  ME5.0 SD1.5  .71 OF 317    ME2.0 SD .9  .62 OF 326
                                                  FED  ME5.9 SD .8  .63 OF  11    ME2.1 SD1.4  .72 OF  11
                                                  STA  ME4.9 SD1.3  .76 OF  39    ME2.2 SD1.0  .74 OF  39
                                                  ADM  ME4.9 SD1.4  .76 OF 164    ME2.0 SD .9  .81 OF 169
                                                  FAC  ME5.1 SD1.4  .70 OF  27    ME1.8 SD .9  .85 OF  27
                                                  EDA  ME5.9 SD1.1  .54 OF  11    ME1.5 SD .5 1.00 OF  12
                                                  STU  ME5.6 SD1.5  .92 OF  14    ME1.9 SD1.0  .85 OF  14

29.  ENROLLMENTS IN GENERAL EDUCATION (E.G.,             1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
LIBERAL ARTS) WILL DECREASE.                      ALL    -  -  -  (  M) -  -        -  -  (  M  )  -  -       (  M) -  -  -
                                                  FED            (M  )              -  (  -  -  M  )          (  M)
                                                  STA       -  - (M  )  -  -           -  (  M  )  -  -      (M  )  -
    INCONSISTENT                                  ADM    -  -  -  (  M) -  -        -  -  (  M  )  -  -       (  M) -  -  -
                                                  FAC    -  -  -  (  M  )           -  -  (  M  )  -  -       (  M) -
                                                  EDA          -  (  M) -  -           - (M  -  -  )  -       - (M  )
                                                  STU       -  -  (  M) -  -           (  -  M  )             - (M  -  )
                                                  ALL  ME4.6 SD1.1  .73 OF 334    ME4.0 SD1.4  .66 OF 338    ED=79  .84 OF 156
                                                  FED  ME4.4 SD .5 1.00 OF  11    ME4.0 SD1.9  .90 OF  11    ED=78 1.00 OF   4
                                                  STA  ME4.3 SD1.0  .76 OF  43    ME4.3 SD1.2  .74 OF  43    ED=78  .82 OF  23
                                                  ADM  ME4.5 SD .9  .76 OF 173    ME4.1 SD1.4  .72 OF 176    ED=79  .84 OF  82
                                                  FAC  ME4.5 SD1.4  .78 OF  28    ME4.0 SD1.4  .71 OF  28    ED=78  .92 OF  14
                                                  EDA  ME4.7 SD .9  .83 OF  12    ME3.9 SD1.7  .66 OF  12    ED=80  .75 OF   4
                                                  STU  ME4.4 SD1.2  .64 OF  14    ME3.4 SD1.1 1.00 OF  14    ED=83  .83 OF   6

30.  ENROLLMENTS IN GENERAL EDUCATION (E.G.,             1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
LIBERAL ARTS) WILL INCREASE.                      ALL    -  -  - (M  )  -  -        -  -  (  M  )  -  -
                                                  FED       -  - (M  )  -  -           (  -  M  )  -
                                                  STA       -  (  M) -  -           -  - (M  )  -  -
      CONSISTENT                                  ADM    -  -  - (M  )  -  -        -  -  (  M  )  -
                                                  FAC    -  -  (  M  )  -           -  -  (  M  )  -  -
                                                  EDA       -  -  (  M)                -  (  -  M) -
                                                  STU          (  M  )  -  -              - (M  )
                                                  ALL  ME4.2 SD1.1  .67 OF 321    ME3.8 SD1.3  .72 OF 326
                                                  FED  ME4.5 SD1.2  .81 OF  11    ME3.8 SD1.5  .81 OF  11
                                                  STA  ME3.8 SD .9  .79 OF  39    ME3.5 SD1.2  .58 OF  39
                                                  ADM  ME4.2 SD1.1  .70 OF 167    ME3.7 SD1.3  .73 OF 169
                                                  FAC  ME4.1 SD1.4  .69 OF  26    ME4.0 SD1.5  .67 OF  28
                                                  EDA  ME4.2 SD1.0  .75 OF  12    ME4.0 SD1.4  .66 OF  12
                                                  STU  ME4.1 SD1.1  .92 OF  14    ME4.2 SD .8  .78 OF  14
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       PCT.                        FORCES PROMOTING THE CHANGE                                     FORCES HINDERING THE CHANGE
CHANGE SHOULD         FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRO               FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRO
STMT.  CHANGE  NUM     1    2    3    4    5    6    7    8    9    NUM          1    2    3    4    5    6    7    8    9    NUM

 28

GROUP
 ALL    0.0     0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0          0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 FED    0.0     0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0          0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 STA    0.0     0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0          0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 ADM    0.0     0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0          0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 FAC    0.0     0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0          0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 EDA    0.0     0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0          0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 STU    0.0     0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0          0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0



 29

GROUP
 ALL   33.3   171     8.4 20.3  4.9 30.1 22.4  2.1  4.9  2.1  4.9   143          1.4  2.2  1.4  2.2 18.8 42.0  8.0 22.5  1.4   138
 FED   50.0     4    25.0 50.0  0.0 25.0  0.0  0.0  0.0  0.0  0.0     4          0.0  0.0  0.0  0.0 50.0 25.0  0.0 25.0  0.0     4
 STA   45.5    22     5.3 42.1 10.5 15.8 10.5  0.0  5.3  5.3  5.3    19          0.0  0.0  5.9  0.0 23.5 41.2 11.8 17.6  0.0    17
 ADM   35.2    88     6.8 17.6  5.4 35.1 23.0  1.4  5.4  1.4  4.1    74          0.0  1.4  1.4  2.8 18.1 43.1  9.7 22.2  1.4    72
 FAC   11.1    18     6.3  6.3  0.0 31.3 31.3  6.3  6.3  6.3  6.3    16          0.0  6.3  0.0  0.0 12.5 56.3  6.3 18.7  0.0    16
 EDA   50.0     4    20.0 20.0  0.0 20.0 20.0  0.0  0.0  0.0 20.0     5         25.0  0.0  0.0  0.0  0.0 25.0  0.0 50.0  0.0     4
 STU   33.3     9     0.0  0.0  0.0 60.0 40.0  0.0  0.0  0.0  0.0     5          0.0  0.0  0.0 20.0 40.0 20.0  0.0  0.0 20.0     5



 30

GROUP
 ALL    0.0     0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0          0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 FED    0.0     0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0          0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 STA    0.0     0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0          0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 ADM    0.0     0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0          0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 FAC    0.0     0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0          0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 EDA    0.0     0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0          0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 STU    0.0     0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0          0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
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                                                                                                       ---PAGE 11
                                                          QUESTION 1                QUESTION 2                 QUESTION 3
                                                         ASSUMING THIS              WHAT IS THE LIKE-         IF YOU BELIEVE
     N = NONE                                            CHANGE WILL OCCUR,         LIHOOD THIS CHANGE        THIS CHANGE IS
     VG = VERY GREAT                                     WHAT WILL BE ITS           WILL OCCUR.               LIKELY,WHEN
     I = IMPOSSIBLE                                      IMPACT.                                              WILL IT OCCUR.
     VC = VIRTUALLY CERTAIN

                CHANGE STATEMENT                         N                VG        I                VC          BY 19--

31.  SOCIAL PROBLEMS WILL RECEIVE INCREASED              1  2  3  4  5  6  7          1  2  3  4  5  6  7      75 80 85 90 95+
ATTENTION.                                        ALL       -  -  - (M  )  -               -  -  - (M  )  -      (M  )  -  -  -
                                                  FED             -  (  M)                       -  (  M) -      (M) -
                                                  STA       -  -  (  M  )  -                  -  - (M  )  -      (M  )  -  -  -
      CONSISTENT                                  ADM          -  - (M  )  -               -  -  - (M  )  -      (M  )  -
                                                  FAC          -  -  (  M) -                  -  -  (  M  )      (M) -
                                                  EDA             -  (  M) -                    (  M) -      (M) -  -
                                                  STU             -  (  M)                      (  M) -      (M  )  -
                                                  ALL  ME5.1 SD1.0  .74 OF 337    ME5.4 SD1.0  .72 OF 338   ED=77  .93 OF 209
                                                  FED  ME5.5 SD .7  .90 OF  11    ME5.9 SD .9  .63 OF  11   ED=76  .80 OF   5
                                                  STA  ME5.1 SD1.1  .90 OF  43    ME5.3 SD .9  .74 OF  43   ED=78  .96 OF  29
                                                  ADM  ME5.0 SD .9  .76 OF 176    ME5.3 SD1.0  .72 OF 177   ED=77  .93 OF 106
                                                  FAC  ME5.5 SD .9  .92 OF  28    ME5.6 SD1.2  .85 OF  28   ED=76  .80 OF  20
                                                  EDA  ME5.7 SD .7  .83 OF  12    ME5.7 SD .7  .83 OF  12   ED=77  .71 OF   7
                                                  STU  ME5.4 SD .6  .92 OF  14    ME5.6 SD .7  .85 OF  14   ED=77  .90 OF  11

32.  THE USE OF HOME STUDY PROGRAMS WILL                 1  2  3  4  5  6  7          1  2  3  4  5  6  7      75 80 85 90 95+
INCREASE.                                         ALL    -  -  -  (  M  )  -            -  -  -  (  M  )  -       (  M) -  -  -
                                                  FED             (  M  )  -                  -  (  M  )  -       (  M)
                                                  STA       -  -  (  M  )  -               -  -  (  M  )  -       (  M) -
      CONSISTENT                                  ADM    -  -  -  (  M  )  -            -  -  -  (  M  )  -       (  M) -  -  -
                                                  FAC       -  -  (  M  )  -                  -  - (M  )  -       (  M) -
                                                  EDA          -  (  M  )  -                  -  - (M  )  -       - (M)
                                                  STU       -  (  M  )                        -  (  M  )          - (M  )  -
                                                  ALL  ME4.8 SD1.2  .83 OF 337    ME4.9 SD1.1  .84 OF 338   ED=80  .80 OF 194
                                                  FED  ME5.3 SD1.1  .81 OF  11    ME4.9 SD1.2  .72 OF  11   ED=78 1.00 OF   5
                                                  STA  ME4.8 SD1.2  .86 OF  43    ME5.1 SD1.0  .90 OF  43   ED=79  .85 OF  27
                                                  ADM  ME4.9 SD1.2  .86 OF 176    ME4.8 SD1.2  .83 OF 177   ED=80  .76 OF  95
                                                  FAC  ME4.8 SD1.2  .82 OF  28    ME5.2 SD1.0  .71 OF  28   ED=78  .94 OF  19
                                                  EDA  ME4.8 SD1.3  .66 OF  12    ME5.0 SD1.0  .66 OF  12   ED=79  .85 OF   7
                                                  STU  ME3.6 SD1.0  .78 OF  14    ME4.6 SD1.1  .78 OF  14   ED=81  .70 OF  10

33.  ORGANIZATIONS OTHER THAN COLLEGES AND               1  2  3  4  5  6  7          1  2  3  4  5  6  7      75 80 85 90 95+
UNIVERSITIES WILL PROVIDE AN INCREASED AMOUNT OF  ALL    -  -  -  - (M  )  -            -  -  -  (  M  )  -       (  M  )  -  -
POSTSECONDARY EDUCATION.                          FED             (  M  )  -                  - (M  -  )      - (M) -
                                                  STA       -  -  - (M  )  -               -  -  - (M  )  -       (  M  )  -  -
      CONSISTENT                                  ADM    -  -  -  - (M  )  -            -  -  -  (  M  )  -       - (M  )  -
                                                  FAC       -  -  - (M  )  -               -  -  (  M  )  -       (  M  )  -  -
                                                  EDA          -  (  M  )  -                  -  (  M  -  )      (M  )  -
                                                  STU    -  -  -  (  M  )                     -  (  M  )  -       -  (  M  )
                                                  ALL  ME5.1 SD1.2  .67 OF 337    ME4.9 SD1.3  .77 OF 339   ED=81  .93 OF 206
                                                  FED  ME5.3 SD1.0  .90 OF  11    ME5.7 SD1.1  .90 OF  11   ED=81  .40 OF   5
                                                  STA  ME5.2 SD1.0  .76 OF  43    ME5.0 SD1.2  .72 OF  43   ED=80  .92 OF  27
                                                  ADM  ME5.1 SD1.2  .67 OF 176    ME4.9 SD1.2  .81 OF 177   ED=81  .71 OF 105
                                                  FAC  ME5.3 SD1.3  .60 OF  28    ME5.0 SD1.5  .67 OF  28   ED=80  .90 OF  20
                                                  EDA  ME4.9 SD1.3  .66 OF  12    ME5.1 SD1.3  .91 OF  12   ED=78  .85 OF   7
                                                  STU  ME4.7 SD1.2  .92 OF  14    ME4.9 SD1.2  .71 OF  14   ED=83  .80 OF  10
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         PCT.                   FORCES PROMOTING THE CHANGE                                  FORCES HINDERING THE CHANGE
CHANGE SHOULD           FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRC           FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRO
STMT.  CHANGE   NUM      1    2    3    4    5    6    7    8    9    NUM      1    2    3    4    5    6    7    8    9    NUM

 31

GROUP
 ALL    95.4    173    35.5  7.7  6.5  0.0 40.6  5.8  3.2   .6  0.0   155     4.0 18.4  6.4 25.6   .8 21.6  7.2  3.2 12.8   125
 FED   100.0      5    25.0  0.0  0.0  0.0 75.0  0.0  0.0  0.0  0.0     4     0.0 50.0  0.0 50.0  0.0  0.0  0.0  0.0  0.0     2
 STA    86.4     22    20.0 10.0  5.0  0.0 65.0  0.0  0.0  0.0  0.0    20     5.6 27.8 11.1 22.2  0.0 16.7 11.1  0.0  5.6    18
 ADM    96.6     89    38.7  7.5  6.3  0.0 37.5  5.0  5.0  0.0  0.0    80     4.5 18.2  9.1 25.8  1.5 21.2  6.1  4.5  9.1    66
 FAC    94.4     18    29.4 17.6 11.8  0.0 23.5 17.6  0.0  0.0  0.0    17     0.0  6.7  0.0 26.7  0.0 20.0  6.7  0.0 40.0    15
 EDA   100.0      5    60.0  0.0  0.0  0.0 20.0 20.0  0.0  0.0  0.0     5    33.3  0.0  0.0 66.7  0.0  0.0  0.0  0.0  0.0     3
 STU    88.9      9    14.3  0.0 14.3  0.0 42.9 14.3  0.0 14.3  0.0     7     0.0  0.0  0.0 25.0  0.0 25.0 25.0 25.0  0.0     4



 32

GROUP
 ALL    88.4    173     5.9 21.1  3.9  5.3 39.5  0.0  7.2  2.0 15.1   152     0.0  2.8  7.1  0.0  1.4 62.4 10.6 12.1  3.5   141
 FED   100.0      5    25.0 50.0  0.0  0.0  0.0  0.0  0.0  0.0 25.0     4     0.0  0.0 25.0  0.0  0.0 25.0  0.0 50.0  0.0     4
 STA   100.0     22     0.0 31.6  0.0  0.0 42.1  0.0 15.8  0.0 10.5    19     0.0  0.0  5.6  0.0  0.0 72.2  5.6 16.7  0.0    18
 ADM    83.0     88     5.3 18.4  5.3  7.9 42.1  0.0  6.6  2.6 11.8    76     0.0  2.8  8.5  0.0  1.4 62.0 12.7  7.0  5.6    71
 FAC    83.3     18     5.9 35.3  5.9  0.0 23.5  0.0  0.0  0.0 29.4    17     0.0  0.0  5.9  0.0  0.0 52.9 11.8 23.5  5.9    17
 EDA   100.0      5    40.0 20.0 20.0  0.0  0.0  0.0  0.0  0.0 20.0     5     0.0 25.0  0.0  0.0  0.0 75.0  0.0  0.0  0.0     4
 STU    88.9      9     0.0 14.3  0.0  0.0 42.9  0.0  0.0  0.0 42.9     7     0.0 20.0  0.0  0.0  0.0  0.0 40.0 40.0  0.0     5



 33

GROUP
 ALL    82.0    172    10.0  9.4  6.3 42.5  4.4  0.0   .6  1.9 25.0   160     1.4  4.1  6.8  2.0  2.7 33.3 32.0 13.6  4.1   147
 FED   100.0      5    20.0  0.0  0.0 40.0  0.0  0.0  0.0  0.0 40.0     5     0.0  0.0  0.0 20.0  0.0 20.0 20.0 20.0 20.0     5
 STA    81.8     22     4.3 26.1  8.7 34.8  0.0  0.0  0.0  4.3 21.7    23     0.0  0.0  0.0  0.0  4.8 52.4 28.6  9.5  4.8    21
 ADM    81.6     87    11.2  6.3  8.7 45.0  5.0  0.0  1.2  1.2 21.2    80     2.7  5.3  9.3  1.3  2.7 34.7 29.3 12.0  2.7    75
 FAC    72.2     18    11.8  5.9  5.9 29.4  0.0  0.0  0.0  5.9 41.2    17     0.0  6.3  6.3  6.3  0.0 18.7 50.0 12.5  0.0    16
 EDA    80.0      5    20.0  0.0  0.0 40.0  0.0  0.0  0.0  0.0 40.0     5     0.0 25.0  0.0  0.0 25.0  0.0 25.0 25.0  0.0     4
 STU    88.9      9     0.0 33.3  0.0 33.3 16.7  0.0  0.0  0.0 16.7     6     0.0  0.0 20.0  0.0  0.0  0.0 40.0 40.0  0.0     5
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                                                                                          ---PAGE 17
                                                      QUESTION 1              QUESTION 2             QUESTION 3
                                                      ASSUMING THIS           WHAT IS THE LIKE-      IF YOU BELIEVE
N = NONE                                              CHANGE WILL OCCUR,      LIHOOD THIS CHANGE     THIS CHANGE IS
VG = VERY GREAT                                       WHAT WILL BE ITS        WILL OCCUR.            LIKELY,WHEN
I = IMPOSSIBLE                                        IMPACT.                                        WILL IT OCCUR.
VC = VIRTUALLY CERTAIN

       CHANGE STATEMENT                               N                 VG    I                 VC     BY 19--

34.  VARIATIONS IN ACADEMIC CALENDARS WILL            1  2  3  4  5  6  7     1  2  3  4  5  6  7    75 80 85 90 95+
INCREASE.                                        ALL  -  -  -  (  M  )  -           -  -  - (M  )  -    (  M) -  -  -
                                                 FED           -  (  M) -  -           -  (  M  -  )
                                                 STA  -  -  -  (  M) -  -           -  -  (  M  )  -   (M  )  -  -
     CONSISTENT                                  ADM  -  -  -  (  M  )  -           -  -  - (M  )  -    (  M) -  -  -
                                                 FAC  -  -  (  -  M  )  -              -  -  (  M) -    (  M) -  -
                                                 EDA     -  -  (  M  )  -           -  -  (  M  )  -   (M) -
                                                 STU     -  (  M  )  -                 -  - (M  )  -    (  M  )
                                                 ALL  ME4.6 SD1.3  .75 OF 336   ME5.2 SD1.3  .61 OF 338   ED=78  .89 OF 200
                                                 FED  ME4.8 SD1.0  .72 OF  11   ME5.5 SD1.4  .90 OF  11   ED=75 1.00 OF   2
                                                 STA  ME4.5 SD1.2  .69 OF  42   ME5.1 SD1.1  .85 OF  42   ED=78  .92 OF  25
                                                 ADM  ME4.7 SD1.4  .74 OF 176   ME5.1 SD1.3  .64 OF 177   ED=79  .87 OF 104
                                                 FAC  ME4.5 SD1.5  .85 OF  28   ME5.4 SD1.2  .53 OF  28   ED=79  .90 OF  21
                                                 EDA  ME4.6 SD1.4  .66 OF  12   ME4.9 SD1.6  .58 OF  12   ED=76  .71 OF   7
                                                 STU  ME3.9 SD1.2  .71 OF  14   ME5.3 SD1.0  .71 OF  14   ED=79 1.00 OF  10

35.  TWO YEAR COLLEGES WILL BE ESTABLISHED AT AN      1  2  3  4  5  6  7     1  2  3  4  5  6  7    75 80 85 90 95+
INCREASING RATE.                                 ALL  -  -  -  (  M  )  -     -  -  (  -  M  )  -   (M  )  -  -  -
                                                 FED              -  (  M) -           -  (  M  )  -
                                                 STA           -  - (M  )  -        -  (  -  M  )  -    (  M) -  -
     INCONSISTENT                                ADM  -  -  -  (  M  )  -     -  -  (  -  M  )  -   (M  )  -  -  -
                                                 FAC     -  -  (  M  )  -        -  (  -  M  )         (  M) -  -
                                                 EDA              - (M  )  -     -  -  (  -  M  )  -    (  M  )
                                                 STU           -  - (M  )  -        -  -  (  M  )  -   (M  )  -  -  -
                                                 ALL  ME5.1 SD1.1  .85 OF 336   ME4.6 SD1.6  .76 OF 338   ED=78  .66 OF 166
                                                 FED  ME5.5 SD1.0  .63 OF  11   ME5.1 SD1.3  .72 OF  11   ED=75 1.00 OF   3
                                                 STA  ME5.3 SD1.0  .72 OF  43   ME4.6 SD1.6  .76 OF  43   ED=79  .81 OF  22
                                                 ADM  ME5.1 SD1.1  .88 OF 175   ME4.6 SD1.6  .78 OF 176   ED=77  .89 OF  87
                                                 FAC  ME4.9 SD1.3  .78 OF  28   ME4.3 SD1.5  .78 OF  28   ED=79  .87 OF  16
                                                 EDA  ME5.3 SD  .8  .75 OF  12   ME4.3 SD2.0  .58 OF  12   ED=79 1.00 OF   4
                                                 STU  ME5.1 SD1.0  .71 OF  14   ME5.1 SD1.4  .71 OF  14   ED=80  .66 OF   3

36.  THE EMPHASIS ON UPPER DIVISION AND GRADUATE      1  2  3  4  5  6  7     1  2  3  4  5  6  7    75 80 85 90 95+
PROGRAMS WILL INCREASE IN FOUR YEAR COLLEGES AND ALL     -  -  (  M  )  -     -  -  -  (  M  )  -    (  M) -  -  -
UNIVERSITIES.                                    FED           (  M  )  -              - (M  )         (M) -  -
                                                 STA        -  (  M) -  -              -  - (M  )  -    (  M) -  -
     CONSISTENT                                  ADM     -  -  - (M  )  -     -  -  -  (  M  )  -    (  M) -  -
                                                 FAC     -  -  (  M  )              -  -  (  M  )  -    (  M) -
                                                 EDA        -  - (M  )                 -  - (M  )  -    - (M  )
                                                 STU        -  (  M  )  -              -  (  M  )       - (M  )  -
                                                 ALL  ME5.1 SD1.0  .89 OF 336   ME5.0 SD1.2  .84 OF 338   ED=79  .84 OF 199
                                                 FED  ME5.2 SD  .9  .90 OF  11   ME5.4 SD  .6  .90 OF  11   ED=77  .80 OF   5
                                                 STA  ME5.0 SD  .9  .72 OF  43   ME5.2 SD  .9  .74 OF  43   ED=79  .80 OF  26
                                                 ADM  ME5.1 SD  .9  .73 OF 175   ME5.0 SD1.2  .82 OF 176   ED=79  .88 OF 100
                                                 FAC  ME4.8 SD1.2  .82 OF  28   ME4.9 SD1.2  .78 OF  28   ED=78  .49 OF  17
                                                 EDA  ME4.9 SD  .9  .75 OF  12   ME5.0 SD1.2  .66 OF  12   ED=81  .83 OF   6
                                                 STU  ME4.9 SD1.0  .85 OF  14   ME4.8 SD1.1  .85 OF  14   ED=81  .72 OF  11
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          PCT.                         FORCES PROMOTING THE CHANGE                                          FORCES HINDERING THE CHANGE
CHANGE  SHOULD          FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRC              FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRC
STMT.   CHANGE   NUM     1     2     3     4     5     6     7     8     9     NUM         1     2     3     4     5     6     7     8     9     NUM

 34

GROUP
 ALL     79.1    172    2.0   6.6   4.6   2.6  40.4  14.6  12.6  13.2   3.3   151        .7  14.9   3.5   1.4   7.1  47.5  20.6   2.8   1.4   141
 FED    100.0      4    0.0  66.7   0.0   0.0   0.0   0.0  33.3   0.0   0.0     3       0.0   0.0   0.0   0.0  66.7  33.3   0.0   0.0   0.0     3
 STA     86.4     22    0.0   5.0   0.0   0.0  55.0  10.0  15.0  10.0   5.0    20       0.0   5.3   5.3   0.0   0.0  52.6  21.1   5.3  10.5    19
 ADM     77.5     89    1.3   3.8   3.8   0.0  44.9  15.4  11.5  16.7   2.6    78       1.4  15.3   2.8   1.4   6.9  50.0  20.8   1.4   0.0    72
 FAC     72.2     18    0.0  18.7  12.5   6.3  12.5  18.7   6.3  25.0   0.0    16       0.0  17.6   0.0   5.9  11.8  29.4  35.3   0.0   0.0    17
 EDA     80.0      5    0.0   0.0   0.0   0.0  25.0   0.0  50.0   0.0  25.0     4       0.0   0.0  33.3   0.0   0.0  66.7   0.0   0.0   0.0     3
 STU     88.9      9    0.0   0.0   0.0  28.6  42.9   0.0  14.3  14.3   0.0     7       0.0  28.6  14.3   0.0   0.0  14.3  28.6  14.3   0.0     7



 35

GROUP
 ALL     66.1    171   10.1  67.8   2.7   4.0   6.7   0.0   6.7   1.3    .7   149       3.1  17.1   3.9    .8   3.1   4.7  23.3  34.1  10.1   129
 FED     40.0      5    0.0100.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     4     100.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     1
 STA     77.3     22    9.5  66.7   4.8   4.8   4.8   0.0   9.5   0.0   0.0    21      10.0  20.0   5.0   0.0   5.0   5.0  15.0  25.0  15.0    20
 ADM     69.0     87    8.1  74.3   1.4   4.1   5.4   0.0   5.4   1.4   0.0    74       0.0  10.4   3.0   0.0   3.0   6.0  31.3  38.8   7.5    67
 FAC     77.8     18   11.1  66.7   5.6   0.0  11.1   0.0   5.6   0.0   0.0    18       6.7  13.3   6.7   0.0   0.0   6.7  13.3  46.7   6.7    15
 EDA     20.0      5   25.0  25.0   0.0   0.0  25.0   0.0   0.0   0.0  25.0     4       0.0  66.7   0.0  33.3   0.0   0.0   0.0   0.0   0.0     3
 STU     77.8      9    0.0  20.0   0.0  40.0  20.0   0.0   0.0  20.0   0.0     5       0.0  80.0   0.0   0.0   0.0   0.0   0.0  20.0   0.0     5



 36

GROUP
 ALL     72.9    170    2.7  30.4   0.0   3.4   3.4  27.0  29.7   2.7    .7   148       3.1  22.8   7.9   3.9  18.9  10.2  13.4  15.0   4.7   127
 FED     60.0      5    0.0  75.0   0.0   0.0   0.0   0.0  25.0   0.0   0.0     4     100.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     2
 STA     81.0     21    0.0  25.0   0.0   5.0   0.0  25.0  40.0   5.0   0.0    20       0.0  36.8   0.0   5.3  15.8   5.3  10.5  15.8  10.5    19
 ADM     73.6     87    1.4  32.4   0.0   1.4   2.7  31.1  25.7   4.1   1.4    74       0.0  22.6   8.1   4.8  22.6   9.7  17.7   9.7   4.8    62
 FAC     73.7     19    5.9  35.3   0.0   0.0   5.9  29.4  23.5   0.0   0.0    17       0.0  25.0  12.5   0.0  12.5  12.5   0.0  37.5   0.0    16
 EDA     60.0      5   25.0  25.0   0.0   0.0   0.0   0.0  50.0   0.0   0.0     4      25.0   0.0   0.0  25.0   0.0  50.0   0.0   0.0   0.0     4
 STU     66.7      9    0.0   0.0   0.0  33.3   0.0  16.7  50.0   0.0   0.0     6       0.0   0.0   0.0   0.0  40.0   0.0  20.0  20.0  20.0     5
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                                                                                                       ---PAGE 13
                                                          QUESTION 1                QUESTION 2                 QUESTION 3
                                                          ASSUMING THIS             WHAT IS THE LIKE-         IF YOU BELIEVE
     N = NONE                                             CHANGE WILL OCCUR,        LIHOOD THIS CHANGE        THIS CHANGE IS
     VG = VERY GREAT                                      WHAT WILL BE ITS          WILL OCCUR.               LIKELY,WHEN
     I = IMPOSSIBLE                                       IMPACT.                                             WILL IT OCCUR.
     VC = VIRTUALLY CERTAIN

              CHANGE STATEMENT                           N                VG        I                VC         BY 19--

37.  THE DEMAND WILL INCREASE FOR ADDITIONAL TYPES       1  2  3  4  5  6  7        1  2  3  4  5  6  7      75 80 85 90 95+
OF INTERMEDIATE DEGREES BETWEEN THE BACHELOR AND  ALL    -  -  -  (  M  )  -           -  -  (  M  )  -     - (M  )  -  -
DOCTORAL LEVELS.                                  FED             - (M  )  -              -  (  M) -
                                                  STA       -  -  (  M) -  -           -  -  (  M  )  -     - (M  )  -
      CONSISTENT                                  ADM    -  -  -  (  M  )  -           -  -  (  M  )  -     - (M  )  -  -
                                                  FAC    -  -  -  (  M  )  -           -  -  (  M  )        - (M  )  -  -
                                                  EDA          -  (  M) -              -  (  -  M) -          (M  )  -
                                                  STU       -  -  (  M) -              -  -  - (M  )        -  (  M) -
                                                  ALL  ME4.8 SD1.1  .85 OF 334    ME4.7 SD1.2  .80 OF 337   ED=81  .74 OF 189
                                                  FED  ME5.4 SD .8  .81 OF  11    ME4.9 SD .9  .63 OF  11   ED=80  .66 OF   3
                                                  STA  ME4.7 SD1.1  .65 OF  43    ME4.7 SD1.4  .69 OF  43   ED=81  .66 OF  24
                                                  ADM  ME4.8 SD1.1  .87 OF 174    ME4.7 SD1.2  .81 OF 175   ED=81  .77 OF  94
                                                  FAC  ME4.6 SD1.4  .78 OF  28    ME4.5 SD1.3  .78 OF  28   ED=82  .68 OF  19
                                                  EDA  ME4.7 SD1.1  .54 OF  11    ME4.3 SD1.4  .58 OF  12   ED=82  .83 OF   6
                                                  STU  ME4.5 SD1.1  .71 OF  14    ME4.9 SD1.1  .85 OF  14   ED=83  .72 OF  11

38.  THE DEMAND FOR ASSOCIATE DEGREES WILL               1  2  3  4  5  6  7        1  2  3  4  5  6  7      75 80 85 90 95+
INCREASE.                                         ALL    -  -  -  (  M  )  -           -  -  (  M  )  -     (M  )  -  -
                                                  FED             (  M) -                 -  -  (  M)
                                                  STA       -  -  (  M  )  -              -  (  M  )  -     (M  )  -
      CONSISTENT                                  ADM    -  -  -  (  M  )  -           -  -  (  M  )  -     (M  )  -
                                                  FAC       -  -  (  M  )              -  -  (  M  )  -     (M  )  -  -
                                                  EDA       -  -  (  M  )  -           -  -  (  M  )  -      (  M  )  -
                                                  STU       -  (  M  )                    - (M  )  -         (  M)
                                                  ALL  ME4.7 SD1.2  .81 OF 335    ME5.0 SD1.2  .81 OF 336   ED=77  .92 OF 196
                                                  FED  ME5.0 SD .7  .72 OF  11    ME5.5 SD1.0  .81 OF  11   ED=75 1.00 OF   3
                                                  STA  ME4.7 SD1.2  .81 OF  43    ME5.1 SD1.1  .83 OF  43   ED=77  .96 OF  26
                                                  ADM  ME4.8 SD1.2  .84 OF 175    ME5.0 SD1.2  .83 OF 176   ED=77  .92 OF 103
                                                  FAC  ME4.7 SD1.3  .78 OF  28    ME4.8 SD1.4  .75 OF  28   ED=78  .94 OF  19
                                                  EDA  ME4.8 SD1.4  .75 OF  12    ME4.7 SD1.5  .66 OF  12   ED=79  .83 OF   6
                                                  STU  ME3.9 SD1.0  .92 OF  13    ME4.3 SD .9  .69 OF  13   ED=78 1.00 OF   8

39.  EMPHASIS ON GRADES WILL DECREASE.                   1  2  3  4  5  6  7        1  2  3  4  5  6  7      75 80 85 90 95+
                                                  ALL    -  -  -  (  M  )  -        -  -  -  (  M  )  -      (  M) -  -  -
                                                  FED          -  (  M) -              -  (  -  M  )
                                                  STA       -  - (M  )  -  -           -  -  (  M  )  -     (M  )  -  -  -
      CONSISTENT                                  ADM    -  -  -  (  M  )  -        -  -  -  (  M  )  -      (  M) -  -
                                                  FAC       -  -  (  M  )  -        -  -  -  -  (  M) -     (M  )  -
                                                  EDA          -  (  M  )  -        -  -  (  M  )  -  -      (  M) -
                                                  STU       -  -  (  M  -  )           -  - (M  -  -  )        (M  )
                                                  ALL  ME4.7 SD1.3  .79 OF 336    ME4.8 SD1.4  .76 OF 338   ED=79  .85 OF 189
                                                  FED  ME4.7 SD .9  .72 OF  11    ME4.3 SD1.6  .81 OF  11   ED=77  .66 OF   3
                                                  STA  ME4.4 SD1.1  .67 OF  43    ME5.0 SD1.2  .81 OF  43   ED=78  .88 OF  27
                                                  ADM  ME4.7 SD1.2  .80 OF 175    ME5.0 SD1.2  .80 OF 176   ED=79  .87 OF  98
                                                  FAC  ME4.7 SD1.5  .75 OF  28    ME5.1 SD1.4  .67 OF  28   ED=78  .94 OF  19
                                                  EDA  ME5.0 SD1.2  .75 OF  12    ME4.0 SD1.6  .66 OF  12   ED=80  .60 OF   5
                                                  STU  ME4.9 SD1.6  .78 OF  14    ME4.8 SD1.7  .85 OF  14   ED=82 1.00 OF  10
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        PCT.                   FORCES PROMOTING THE CHANGE                           FORCES HINDERING THE CHANGE
CHANGE SHOULD           FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRC                FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRC
STMT.  CHANGE   NUM       1    2    3    4    5    6    7    8    9   NUM            1    2    3    4    5    6    7    8    9   NUM

 37

GROUP
 ALL     71.6   169     3.3  8.0  7.3 24.0 40.7  3.3  9.3  3.3   .7   150        0.0 11.3  6.0  3.0  1.5 58.6 12.0  5.3  2.3   133
 FED     60.0     5     0.0 25.0  0.0 50.0 25.0  0.0  0.0  0.0  0.0     4        0.0  0.0  0.0 33.3  0.0 66.7  0.0  0.0  0.0     3
 STA     86.4    22     0.0  4.8  9.5 19.0 42.9  4.8 14.3  4.8  0.0    21        0.0 26.3  0.0  0.0  5.3 52.6  5.3  5.3  5.3    19
 ADM     66.3    83     2.8  7.0  7.0 26.8 39.4  4.2  8.5  2.8  1.4    71        0.0  3.1 10.8  3.1  1.5 60.0 13.8  6.2  1.5    65
 FAC     57.9    19     5.3 10.5 10.5 10.5 47.4  0.0 10.5  5.3  0.0    19        0.0 18.7  0.0  0.0  0.0 62.5 12.5  0.0  6.3    16
 EDA     60.0     5     0.0  0.0  0.0 25.0 50.0  0.0 25.0  0.0  0.0     4        0.0 25.0  0.0  0.0  0.0 75.0  0.0  0.0  0.0     4
 STU     88.9     9     0.0  0.0  0.0 28.6 57.1  0.0 14.3  0.0  0.0     7        0.0 20.0  0.0 20.0  0.0 20.0 40.0  0.0  0.0     5



 38

GROUP
 ALL     84.6   169     2.5 15.1  3.1 31.4 35.2   .6 10.1  1.3   .6   159        0.0  7.0  1.6  4.7  3.1 37.5 12.5 25.8  7.8   128
 FED     80.0     5     0.0  0.0  0.0 40.0 40.0  0.0 20.0  0.0  0.0     5        0.0  0.0  0.0 33.3  0.0 33.3 33.3  0.0  0.0     3
 STA     90.9    22     4.5 13.6  4.5 13.6 50.0  0.0 13.6  0.0  0.0    22        0.0 31.3  0.0  0.0  0.0 43.8  0.0 18.7  6.3    16
 ADM     84.3    83     2.5 12.7  2.5 36.7 32.9  0.0  8.9  2.5  1.3    79        0.0  3.0  1.5  6.1  3.0 37.9 12.1 27.3  9.1    66
 FAC     73.7    19     0.0 16.7  5.6 27.8 22.2  5.6 22.2  0.0  0.0    18        0.0  0.0  6.7  0.0  6.7 46.7 13.3 20.0  6.7    15
 EDA     60.0     5     0.0 40.0 20.0 20.0 20.0  0.0  0.0  0.0  0.0     5        0.0 20.0  0.0  0.0 20.0 20.0 20.0 20.0  0.0     5
 STU     88.9     9     0.0  0.0  0.0 50.0 50.0  0.0  0.0  0.0  0.0     6        0.0 25.0  0.0  0.0  0.0  0.0 50.0 25.0  0.0     4



 39

GROUP
 ALL     70.3   172     1.3  0.0  1.3  3.2 83.1  4.5  1.3  5.2  0.0   154         .7  9.9  7.0 13.4  3.5 59.2  4.2  1.4   .7   142
 FED     40.0     5     0.0  0.0  0.0  0.0100.0  0.0  0.0  0.0  0.0     4        0.0 50.0  0.0 50.0  0.0  0.0  0.0  0.0  0.0     4
 STA     75.0    20     0.0  0.0  4.8  9.5 85.7  0.0  0.0  0.0  0.0    21        0.0 10.5 10.5 15.8  0.0 63.2  0.0  0.0  0.0    19
 ADM     66.7    90     1.2  0.0  1.2  0.0 83.7  5.0  2.5  6.3  0.0    80        1.4  4.2  8.5 12.7  4.2 60.6  5.6  1.4  1.4    71
 FAC     73.7    19     5.6  0.0  0.0  5.6 72.2 11.1  0.0  5.6  0.0    18        0.0 11.1  0.0  5.6 11.1 61.1  5.6  5.6  0.0    18
 EDA     60.0     5     0.0  0.0  0.0  0.0100.0  0.0  0.0  0.0  0.0     4        0.0  0.0 50.0  0.0  0.0 50.0  0.0  0.0  0.0     4
 STU     88.9     9     0.0  0.0  0.0  0.0 83.3  0.0  0.0 16.7  0.0     6        0.0 16.7  0.0 66.7  0.0 16.7  0.0  0.0  0.0     6
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                                                                                                       ---PAGE 14
                                                          QUESTION 1                 QUESTION 2                QUESTION 3
                                                        ASSUMING THIS              WHAT IS THE LIKE-          IF YOU BELIEVE
     N = NONE                                           CHANGE WILL OCCUR,         LIHOOD THIS CHANGE         THIS CHANGE IS
     VG = VERY GREAT                                    WHAT WILL BE ITS           WILL OCCUR.                LIKELY,WHEN
     I = IMPOSSIBLE                                     IMPACT.                                               WILL IT OCCUR.
     VC = VIRTUALLY CERTAIN

                CHANGE STATEMENT                         N                VG         I                VC         BY 19--

40.  EMPHASIS PLACED ON ETHNIC STUDIES WILL              1  2  3  4  5  6  7        1  2  3  4  5  6  7      75 80 85 90 95+
INCREASE.                                         ALL    -  -  (  M  )  -  -        -  -  (  M  )  -  -
                                                  FED       -  (  M  )  -              - (M  -  )  -  -
                                                  STA       -  (  M  )  -              -  (  M  )  -  -
      CONSISTENT                                  ADM    -  -  (  M  )  -  -        -  -  (  M  )  -  -
                                                  FAC       -  (  -  M) -  -        -  -  (  M  )  -
                                                  EDA          - (M) -  -              -  (  M) -  -
                                                  STU    -  -  (  M  )  -  -                 (  M) -  -
                                                  ALL  ME4.0 SD1.2  .81 OF 321    ME3.9 SD1.3  .72 OF 326
                                                  FED  ME4.1 SD1.2  .72 OF  11    ME3.8 SD1.5  .72 OF  11
                                                  STA  ME4.1 SD .9  .90 OF  41    ME4.0 SD1.3  .75 OF  41
                                                  ADM  ME3.9 SD1.1  .83 OF 165    ME3.9 SD1.4  .70 OF 168
                                                  FAC  ME4.3 SD1.5  .60 OF  28    ME3.7 SD1.3  .71 OF  28
                                                  EDA  ME4.0 SD .8  .58 OF  12    ME3.6 SD1.2  .58 OF  12
                                                  STU  ME3.8 SD1.5  .76 OF  13    ME5.2 SD1.0  .69 OF  13


41.  EMPHASIS PLACED ON ETHNIC STUDIES WILL              1  2  3  4  5  6  7        1  2  3  4  5  6  7      75 80 85 90 95+
DECREASE.                                         ALL    -  -  (  M) -  -  -        -  (  -  M  )  -  -
                                                  FED       (  M  )  -  -  -        -  -  (  -  M) -
                                                  STA    -  -  (  M) -  -  -        -  -  (  M  )  -
    INCONSISTENT                                  ADM    -  -  (  M) -  -           -  (  -  M  )  -  -
                                                  FAC    -  (  -  M) -  -              -  (  M  )  -
                                                  EDA       -  (  M) -  -              -  (  M  )  -
                                                  STU    -  - (M  )  -  -  -        - (M  )  -
                                                  ALL  ME3.6 SD1.2  .65 OF 321    ME3.6 SD1.4  .87 OF 327
                                                  FED  ME3.5 SD1.6  .72 OF  11    ME4.2 SD1.5  .72 OF  11
                                                  STA  ME3.7 SD1.2  .70 OF  40    ME3.7 SD1.3  .65 OF  40
                                                  ADM  ME3.5 SD1.1  .68 OF 166    ME3.6 SD1.4  .88 OF 169
                                                  FAC  ME3.3 SD1.2  .85 OF  28    ME3.9 SD1.3  .64 OF  28
                                                  EDA  ME3.8 SD1.1  .66 OF  12    ME3.6 SD1.3  .66 OF  12
                                                  STU  ME3.6 SD1.7  .61 OF  13    ME2.5 SD1.0  .61 OF  13


42.  UNDERGRADUATE EDUCATION WILL BECOME LESS            1  2  3  4  5  6  7        1  2  3  4  5  6  7      75 80 85 90 95+
SPECIALIZED.                                      ALL    -  -  - (M  )  -  -        -  -  (  M  )  -  -      (  M  )  -  -
                                                  FED             (  M  )           -  - (M  )  -  -
                                                  STA       -  - (M  )  -  -        -  -  (  M) -  -  -      (  M) -  -  -
      CONSISTENT                                  ADM       -  - (M  )  -  -        -  -  (  M  )  -  -      (  M) -  -  -
                                                  FAC       -  -  (  M  )           -  -  (  M  )  -         - (M)  -  -
                                                  EDA             (  M  )           -  (  M) -
                                                  STU       -  -  (  M) -  -           -  (  M  )  -         - (M  )
                                                  ALL  ME4.4 SD1.0  .72 OF 335    ME3.8 SD1.3  .71 OF 339   ED=80  .93 OF 146
                                                  FED  ME4.9 SD .9 1.00 OF  11    ME3.5 SD1.4  .54 OF  11   ED=75 0.00 OF   1
                                                  STA  ME4.1 SD1.1  .64 OF  42    ME3.7 SD1.3  .53 OF  43   ED=81  .73 OF  19
                                                  ADM  ME4.4 SD1.0  .78 OF 175    ME4.0 SD1.2  .76 OF 176   ED=80  .76 OF  82
                                                  FAC  ME4.6 SD1.1  .89 OF  28    ME3.8 SD1.3  .71 OF  28   ED=81  .53 OF  13
                                                  EDA  ME4.8 SD .8 1.00 OF  12    ME2.6 SD .9  .75 OF  12   ED=85  .66 OF   3
                                                  STU  ME4.5 SD1.2  .71 OF  14    ME3.9 SD1.1  .78 OF  14   ED=81  .90 OF  10
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        PCT.                  FORCES PROMOTING THE CHANGE                                  FORCES HINDERING THE CHANGE
CHANGE SHOULD          FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRO         FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRO
STMT.  CHANGE  NUM      1    2    3    4    5    6    7    8    9   NUM      1    2.   3    4    5    6    7    8    9   NUM

 40

GROUP
 ALL    0.0     0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0
 FED    0.0     0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0
 STA    0.0     0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0
 ADM    0.0     0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0
 FAC    0.0     0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0
 EDA    0.0     0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0
 STU    0.0     0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0


 41

GROUP
 ALL    0.0     0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0
 FED    0.0     0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0
 STA    0.0     0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0
 ADM    0.0     0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0
 FAC    0.0     0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0
 EDA    0.0     0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0
 STU    0.0     0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0    0


 42

GROUP
 ALL   63.0   173       .7  6.3  4.9  4.9 42.3 19.7  9.2 11.3   .7  142    1.5 11.9  3.0 23.0 13.3 37.0  5.2  2.2  3.0  135
 FED   20.0     5      0.0  0.0  0.0  0.0 50.0 50.0  0.0  0.0  0.0    2   33.3  0.0  0.0 33.3 33.3  0.0  0.0  0.0  0.0    3
 STA   63.6    22      0.0 19.0  9.5  4.8 42.9  4.8 14.3  4.8  0.0   21    0.0  0.0  0.0 21.1 10.5 52.6 10.5  0.0  5.3   19
 ADM   62.2    90      0.0  4.1  5.4  4.1 37.8 21.6 10.8 14.9  1.4   74    1.5 16.2  1.5 22.1 13.2 35.3  4.4  2.9  2.9   68
 FAC   64.7    17      0.0  6.7  0.0  6.7 26.7 33.3 13.3 13.3  0.0   15    0.0 12.5 12.5 18.7 25.0 25.0  6.3  0.0  0.0   16
 EDA   60.0     5      0.0  0.0  0.0  0.0  0.0 66.7  0.0 33.3  0.0    3    0.0  0.0 33.3  0.0 33.3  0.0  0.0  0.0 33.3    3
 STU   55.6     9      0.0 14.3  0.0  0.0 85.7  0.0  0.0  0.0  0.0    7    0.0 14.3  0.0 57.1  0.0 28.6  0.0  0.0  0.0    7
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                                                                                                           ---PAGE 15
                                                           QUESTION 1                QUESTION 2                      QUESTION 3
                                                          ASSUMING THIS             WHAT IS THE LIKE-            IF YOU BELIEVE
     N = NONE                                             CHANGE WILL OCCUR,        LIHOOD THIS CHANGE           THIS CHANGE IS
     VG = VERY GREAT                                      WHAT WILL BE ITS          WILL OCCUR.                  LIKELY,WHEN
     I = IMPOSSIBLE                                       IMPACT.                                                WILL IT OCCUR.
     VC = VIRTUALLY CERTAIN

                CHANGE STATEMENT                          N                 VG         I                VC          BY 19--

43.  GRADUATE EDUCATION WILL BECOME MORE                  1  2  3  4  5  6  7         1  2  3  4  5  6  7      75 80 85 90 95+
SPECIALIZED.                                       ALL    -  -  -  (  M) -  -         -  -  -  (  M  )  -      - (M) -  -  -
                                                   FED       -  (  M) -  -                  (  M  )  -         (  M  )
                                                   STA       -  -  (  M) -               -  (  -  M) -  -      - (M) -  -  -
      CONSISTENT                                   ADM    -  -  -  (  M) -  -         -  -  -  (  M  )  -      - (M  )  -  -
                                                   FAC       -  -  (  M) -               -  (  -  M  )  -        (M) -  -  -
                                                   EDA       -  -  (  M  )               -  (  -  M  )         -  (  M)
                                                   STU       -  (  -  M  )                  -  - (M  )  -      -  (  M)
                                                   ALL  ME4.5 SD1.1  .65 OF 334     ME4.6 SD1.4  .74 OF 340    ED=80  .53 OF 173
                                                   FED  ME3.8 SD1.1  .63 OF  11     ME4.2 SD1.1  .81 OF  11    ED=79 1.00 OF   4
                                                   STA  ME4.5 SD1.0  .70 OF  41     ME4.6 SD1.3  .69 OF  43    ED=80  .80 OF  20
                                                   ADM  ME4.6 SD1.0  .69 OF 175     ME4.7 SD1.3  .80 OF 177    ED=81  .71 OF  91
                                                   FAC  ME4.6 SD1.1  .57 OF  28     ME4.5 SD1.5  .82 OF  28    ED=82  .81 OF  16
                                                   EDA  ME4.5 SD1.3  .75 OF  12     ME4.4 SD1.4  .91 OF  12    ED=82  .83 OF   6
                                                   STU  ME4.4 SD1.2  .92 OF  14     ME5.0 SD1.1  .71 OF  14    ED=82  .90 OF  10

44.  THE EMPHASIS IN POSTSECONDARY EDUCATION WILL         1  2  3  4  5  6  7         1  2  3  4  5  6  7      75 80 85 90 95+
BE ON TECHNIQUES AND PROCESSES FOR LEARNING        ALL    -  -  -  (  M  )  -         -  -  (  M  )  -  -      - (M  )  -  -
RATHER THAN SUBJECT MATTER.                        FED          -  (  -  M  )            -  (  M) -
                                                   STA          -  (  M  )  -         -  -  (  M  )  -  -      - (M  )  -  -
      CONSISTENT                                   ADM    -  -  -  - (M  )  -         -  -  (  M  )  -  -      - (M  )  -  -
                                                   FAC          -  - (M  )  -         -  -  -  (  M) -         - (M  )  -
                                                   EDA          -  (  M  )  -            -  (  M  )  -            - (M)
                                                   STU       -  -  -  (  M  )            -  (  M  -  )  -      -  - (M  )
                                                   ALL  ME5.1 SD1.1  .84 OF 331     ME4.2 SD1.3  .75 OF 336    ED=82  .73 OF 160
                                                   FED  ME5.5 SD1.4  .90 OF  11     ME3.6 SD1.0  .63 OF  11    ED=88  .50 OF   2
                                                   STA  ME5.1 SD1.0  .87 OF  41     ME4.0 SD1.3  .80 OF  41    ED=82  .75 OF  16
                                                   ADM  ME5.1 SD1.0  .69 OF 173     ME4.3 SD1.3  .74 OF 176    ED=82  .71 OF  90
                                                   FAC  ME5.5 SD1.0  .66 OF  27     ME4.4 SD1.1  .74 OF  27    ED=81  .82 OF  17
                                                   EDA  ME4.8 SD1.1  .75 OF  12     ME3.9 SD1.3  .66 OF  12    ED=84  .75 OF   4
                                                   STU  ME5.6 SD1.4  .78 OF  14     ME4.1 SD1.6  .71 OF  14    ED=84  .75 OF   8

45.  PRIVATE UNIVERSITIES WILL BECOME THE LEADING         1  2  3  4  5  6  7         1  2  3  4  5  6  7      75 80 85 90 95+
INNOVATORS IN POSTSECONDARY EDUCATION.             ALL    -  -  (  M  )  -  -         -  (  M  )  -  -  -
                                                   FED       (  -  M) -  -  -            (  M  )  -  -
                                                   STA    -  -  (  M) -  -  -         -  (  M  -  )  -  -
     INCONSISTENT                                  ADM       -  (  M  )  -  -         -  (  M  )  -  -  -
                                                   FAC    -  -  (  M  )  -            -  (  M  )  -  -
                                                   EDA       -  -  (  M  )               (  M  )  -  -
                                                   STU       -  (  M  )  -               (  -  M) -  -  -
                                                   ALL  ME4.1 SD1.2  .77 OF 322     ME3.3 SD1.4  .72 OF 326
                                                   FED  ME3.9 SD1.6  .72 OF  11     ME3.5 SD1.3  .72 OF  11
                                                   STA  ME3.9 SD1.1  .63 OF  41     ME3.4 SD1.5  .87 OF  41
                                                   ADM  ME4.2 SD1.2  .78 OF 166     ME3.4 SD1.4  .72 OF 167
                                                   FAC  ME3.7 SD1.3  .64 OF  28     ME3.0 SD1.2  .82 OF  28
                                                   EDA  ME4.4 SD1.3  .75 OF  12     ME3.2 SD1.3  .83 OF  12
                                                   STU  ME3.9 SD1.2  .76 OF  13     ME3.8 SD1.7  .69 OF  13
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          PCT.                             FORCES PROMOTING THE CHANGE                                       FORCES HINDERING THE CHANGE
CHANGE  SHOULD            FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRC             FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRC
STMT.   CHANGE   NUM       1     2     3     4     5     6     7     8     9      NUM       1     2     3     4     5     6     7     8     9      NUM

  43

GROUP
 ALL     58.4    173      4.2   4.2   2.1  18.1   8.3  49.3  10.4   2.8    .7    144      2.6  13.8  16.4   6.9  30.2  12.1   5.2   9.5   3.4    116
 FED     40.0      5      0.0   0.0   0.0   0.0  66.7  33.3   0.0   0.0   0.0      3     50.0   0.0   0.0   0.0   0.0  50.0   0.0   0.0   0.0      2
 STA     81.0     21      0.0   5.3   0.0   5.3  15.8  68.4   5.3   0.0   0.0     19      0.0  35.3  17.6   5.9  23.5   0.0   5.9   0.0  11.8     17
 ADM     57.3     89      4.2   4.2   2.8  22.2   6.9  45.8  11.1   2.8   0.0     72      1.7  13.3  16.7   6.7  30.0  13.3   6.7  10.0   1.7     60
 FAC     63.2     19      5.9   5.9   5.9  17.6   5.9  41.2  11.8   0.0   5.9     17      0.0   7.1  28.6   0.0  35.7  14.3   0.0  14.3   0.0     14
 EDA     80.0      5     25.0   0.0   0.0   0.0  25.0  50.0   0.0   0.0   0.0      4      0.0   0.0   0.0  25.0  25.0  25.0   0.0  25.0   0.0      4
 STU     22.2      9      0.0   0.0   0.0  14.3   0.0  42.9  28.6  14.3   0.0      7      0.0   0.0   0.0  33.3  33.3   0.0   0.0   0.0  33.3      3


  44

GROUP
 ALL     69.0    168      5.1   2.9   8.1  11.8  32.4  23.5   9.6   5.1   1.5    136       .8  10.0   2.3  10.8  10.0  52.3   6.9   4.6   2.3    130
 FED     75.0      4     33.3   0.0   0.0  33.3   0.0   0.0   0.0  33.3   0.0      3      0.0  33.3   0.0  33.3   0.0  33.3   0.0   0.0   0.0      3
 STA     47.6     21      5.9   5.9   5.9   0.0  41.2  17.6   5.9   5.9  11.8     17      0.0  18.7   0.0   0.0  12.5  56.3   6.3   0.0   6.3     16
 ADM     73.6     87      2.8   2.8   7.0  14.1  32.4  28.2   9.9   2.8   0.0     71      1.5   8.8   2.9   8.8  10.3  52.9   7.4   5.9   1.5     68
 FAC     76.5     17      7.7   7.7  15.4   0.0  23.1  23.1  15.4   7.7   0.0     13      0.0   0.0   7.1   0.0  21.4  42.9  14.3   7.1   7.1     14
 EDA     40.0      5      0.0   0.0   0.0  33.3   0.0  33.3   0.0  33.3   0.0      3      0.0   0.0   0.0  33.3  33.3  33.3   0.0   0.0   0.0      3
 STU     88.9      9      0.0   0.0   0.0   0.0  71.4  14.3  14.3   0.0   0.0      7      0.0  50.0   0.0  16.7   0.0  33.3   0.0   0.0   0.0      6


  45

GROUP
 ALL      0.0      0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 FED      0.0      0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 STA      0.0      0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 ADM      0.0      0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 FAC      0.0      0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 EDA      0.0      0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 STU      0.0      0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
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                                                                                                      ---PAGE 16
                                                         QUESTION 1               QUESTION 2                QUESTION 3
                                                         ASSUMING THIS            WHAT IS THE LIKE-         IF YOU BELIEVE
    N = NONE                                             CHANGE WILL OCCUR,       LIHOOD THIS CHANGE        THIS CHANGE IS
    VG = VERY GREAT                                      WHAT WILL BE ITS         WILL OCCUR.               LIKELY,WHEN
    I = IMPOSSIBLE                                       IMPACT.                                            WILL IT OCCUR.
    VC = VIRTUALLY CERTAIN

               CHANGE STATEMENT                         N               VG         I               VC         BY 19--

46.  COOPERATION BETWEEN PUBLIC AND PRIVATE             1  2  3  4  5  6  7       1  2  3  4  5  6  7         75 80 85 90 95+
INSTITUTIONS WILL INCREASE.                       ALL    -  -  -  (  M  )  -       -  -  -  - (M  )  -         (  M) -  -  -
                                                  FED          -  -  (  M) -             -  -  (  M  )         (  M  )
                                                  STA          -  (  M  )  -          -  -  - (M  )  -         (  M) -
      CONSISTENT                                  ADM       -  -  (  M  )  -          -  -  (  M  )  -         (  M) -  -  -
                                                  FAC    -  -  -  (  M  )                -  (  M  )  -         (  M) -  -
                                                  EDA          -  - (M  -  )          -  -  - (M  -  )         (  M  )
                                                  STU       -  -  - (M  )             -  -  -  (  M)           (  M) -
                                                  ALL ME5.0 SD1.1  .66 OF 338    ME5.2 SD1.2  .65 OF 340   ED=79  .87 OF 207
                                                  FED ME5.5 SD1.1  .72 OF  11    ME5.9 SD1.2  .90 OF  11   ED=79 1.00 OF   4
                                                  STA ME4.9 SD1.0  .83 OF  43    ME5.1 SD1.0  .76 OF  43   ED=78  .92 OF  28
                                                  ADM ME4.9 SD1.0  .90 OF 176    ME5.1 SD1.1  .85 OF 177   ED=79  .90 OF 110
                                                  FAC ME4.5 SD1.2  .65 OF  28    ME5.0 SD1.1  .85 OF  28   ED=79  .78 OF  19
                                                  EDA ME5.3 SD1.2  .83 OF  12    ME5.3 SD1.5  .83 OF  12   ED=79 1.00 OF   6
                                                  STU ME5.1 SD1.1  .85 OF  14    ME5.2 SD1.1  .85 OF  14   ED=79  .90 OF  10

47.  COOPERATION BETWEEN PUBLIC AND PRIVATE             1  2  3  4  5  6  7       1  2  3  4  5  6  7         75 80 85 90 95+
INSTITUTIONS WILL DECREASE.                       ALL    -  -  (  M  )  -  -       - (M  )  -  -  -  -
                                                  FED          (  -  M  )  -       (  M  )  -  -
                                                  STA    -  -  (  M  )  -  -       - (M  )  -  -
    INCONSISTENT                                  ADM    -  -  (  M  )  -  -       - (M  )  -  -  -  -
                                                  FAC       -  (  M) -  -  -       -  (  M) -  -  -
                                                  EDA    -  -  (  -  M  )  -       (  M) -
                                                  STU       -  -  (  M) -  -       - (M  )  -
                                                  ALL ME4.1 SD1.4  .71 OF 318    ME2.4 SD1.1  .70 OF 330
                                                  FED ME5.0 SD1.5  .81 OF  11    ME2.3 SD1.1  .90 OF  11
                                                  STA ME4.3 SD1.4  .70 OF  40    ME2.4 SD .9  .78 OF  41
                                                  ADM ME4.0 SD1.3  .74 OF 164    ME2.3 SD1.0  .72 OF 170
                                                  FAC ME3.8 SD1.3  .55 OF  27    ME2.6 SD1.2  .60 OF  28
                                                  EDA ME4.8 SD1.9  .63 OF  11    ME1.8 SD .7  .83 OF  12
                                                  STU ME4.6 SD1.2  .64 OF  14    ME2.2 SD .8  .78 OF  14

48.  THE ROLE OF POSTSECONDARY EDUCATION                1  2  3  4  5  6  7       1  2  3  4  5  6  7         75 80 85 90 95+
INSTITUTIONS AS AGENTS OF CHANGE IN SOCIETY WILL  ALL       -  -  (  M  )  -       -  -  (  M  )  -  -         - (M  )  -  -
INCREASE.                                         FED          -  (  M  )  -          -  (  M  )  -
                                                  STA       -  -  (  M  )  -          -  (  M  )  -  -         - (M  )  -  -
      CONSISTENT                                  ADM       -  -  (  M  )  -          -  - (M  )  -  -         - (M  )  -  -
                                                  FAC       -  -  - (M  )  -       -  -  (  M  )  -            - (M) -  -
                                                  EDA             (  M  )  -       -  -  -  (  M)              - (M  )
                                                  STU             (  -  M) -          -  -  (  M) -  -         - (M  )  -
                                                  ALL ME5.0 SD1.1  .87 OF 336    ME4.2 SD1.2  .76 OF 339   ED=81  .75 OF 161
                                                  FED ME5.1 SD1.2  .72 OF  11    ME4.1 SD1.3  .72 OF  11   ED=77  .66 OF   3
                                                  STA ME4.9 SD1.0  .90 OF  43    ME3.9 SD1.4  .69 OF  43   ED=82  .73 OF  19
                                                  ADM ME5.0 SD1.0  .92 OF 175    ME4.3 SD1.2  .61 OF 177   ED=82  .92 OF  84
                                                  FAC ME5.0 SD1.2  .67 OF  28    ME4.0 SD1.3  .71 OF  28   ED=80  .69 OF  13
                                                  EDA ME5.1 SD1.0  .91 OF  12    ME4.3 SD1.1  .91 OF  12   ED=81  .83 OF   6
                                                  STU ME5.4 SD1.0  .85 OF  14    ME4.4 SD1.2  .64 OF  14   ED=83  .66 OF   9
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         PCT.                           FORCES PROMOTING THE CHANGE                                    FORCES HINDERING THE CHANGE
CHANGE SHOULD           FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRE            FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRO
STMT.  CHANGE   NUM      1    2    3    4    5    6    7    8    9     NUM      1    2    3    4    5    6    7    8    9     NUM

 46

GROUP
 ALL    96.0    173    16.3 36.6  4.6  1.3  0.0   .7  9.2 31.4  0.0    153      .8 13.7  3.1  0.0  0.0 16.8 39.7 16.8  9.2    131
 FED   100.0      5     0.0 40.0  0.0  0.0  0.0  0.0 20.0 40.0  0.0      5     0.0  0.0  0.0  0.0  0.0 33.3  0.0 66.7  0.0      3
 STA    95.7     23    10.0 45.0  5.0  0.0  0.0  0.0 10.0 30.0  0.0     20     0.0 21.1  0.0  0.0  0.0 21.1 42.1  5.3 10.5     19
 ADM    95.5     89    15.4 43.6  3.8  2.6  0.0  1.3 10.3 23.1  0.0     78     0.0 13.0  4.3  0.0  0.0 15.9 33.3 23.2 10.1     69
 FAC    88.2     17    31.3 25.0  6.3  0.0  0.0  0.0  6.3 31.3  0.0     16     6.7  6.7  6.7  0.0  0.0 26.7 40.0  6.7  6.7     15
 EDA   100.0      5     0.0 25.0  0.0  0.0  0.0  0.0 25.0 50.0  0.0      4     0.0 25.0  0.0  0.0  0.0  0.0 50.0 25.0  0.0      4
 STU   100.0      9    14.3 14.3 14.3  0.0  0.0  0.0  0.0 57.1  0.0      7     0.0 33.3  0.0  0.0  0.0  0.0 66.7  0.0  0.0      3


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GROUP
 ALL     0.0      0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0
 FED     0.0      0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0
 STA     0.0      0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0
 ADM     0.0      0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0
 FAC     0.0      0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0
 EDA     0.0      0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0
 STU     0.0      0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0     0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0


 48

GROUP
 ALL    72.0    164    19.3  7.1  4.3   .7 33.6 17.9 13.6  3.6  0.0    140     4.1 38.2  6.5 12.2   .8 21.1  6.5  5.7  4.9    123
 FED    60.0      5     0.0  0.0  0.0  0.0100.0  0.0  0.0  0.0  0.0      2     0.0100.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      1
 STA    65.0     20    16.7 16.7  5.6  0.0 22.2 22.2 16.7  0.0  0.0     19     0.0 44.4  5.6  5.6  0.0 27.8 11.1  0.0  5.6     18
 ADM    72.1     86    19.4  6.9  4.2  0.0 34.7 15.3 18.1  1.4  0.0     72     4.6 38.5  9.2 13.8  1.5 26.2  1.5  4.6  0.0     65
 FAC    70.6     17    23.5  5.9  5.9  5.9 23.5 23.5  5.9  5.9  0.0     17     0.0 28.6  0.0 14.3  0.0 14.3 14.3  0.0 28.6     14
 EDA    50.0      4     0.0 33.3  0.0  0.0 33.3 33.3  0.0  0.0  0.0      3    33.3  0.0  0.0 33.3  0.0  0.0 33.3  0.0  0.0      3
 STU    62.5      8     0.0  0.0  0.0  0.0 83.3  0.0  0.0 16.7  0.0      6    25.0 50.0  0.0  0.0  0.0 25.0  0.0  0.0  0.0      4
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                                                                     ---PAGE 17
                            QUESTION 1               QUESTION 2            QUESTION 3
                            ASSUMING THIS            WHAT IS THE LIKE-     IF YOU BELIEVE
N = NONE                    CHANGE WILL OCCUR,       LIHOOD THIS CHANGE    THIS CHANGE IS
VG = VERY GREAT             WHAT WILL BE ITS         WILL OCCUR.           LIKELY,WHEN
I = IMPOSSIBLE              IMPACT.                                        WILL IT OCCUR.
VC = VIRTUALLY CERTAIN

   CHANGE STATEMENT         N                 VG     I                 VC     BY 19--
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**49. THE USE OF PSYCHO-PHARMACY AND PSYCHO-ELECTRONICS TO INDUCE AND AUGMENT LEARNING WILL INCREASE.

CONSISTENT

```
      1  2  3  4  5  6  7              1  2  3  4  5  6  7      75 80 85 90 95+
ALL   -  -  -  (  M  )  -              -  (  M  )  -  -  -       -  -  (  M  )
FED            -  - (M  )              -  (  M  )  -  -
STA   -  -  -  (  M  )  -              -  (  M  )  -  -  -          (  M  -  )
ADM   -  -  -  (  M  )  -              -  (  M  )  -  -  -          -  (  M  )
FAC      -  -  (  M  )  -              -  (  M  )  -  -             (  -  M) -
EDA      -  (  -  M  -  )              -  (  M) -  -
STU      -  -  -  (  M  )              -  (  -  M  )  -             -  (  M  )
ALL  ME5.0 SD1.5  .68 OF 309           ME3.4 SD1.3  .77 OF 315   ED=88  .79 OF  68
FED  ME6.2 SD .9  .81 OF  11           ME3.2 SD1.5  .63 OF  11
STA  ME4.7 SD1.4  .82 OF  34           ME3.2 SD1.2  .82 OF  35   ED=87 1.00 OF   6
ADM  ME5.0 SD1.5  .69 OF 160           ME3.4 SD1.4  .77 OF 163   ED=89  .87 OF  32
FAC  ME4.9 SD1.5  .64 OF  26           ME3.1 SD1.1  .85 OF  28   ED=88  .72 OF  11
EDA  ME5.1 SD1.8  .90 OF  11           ME2.8 SD1.2  .54 OF  11   ED=85 0.00 OF   1
STU  ME5.6 SD1.3  .78 OF  14           ME3.5 SD1.5  .85 OF  14   ED=88  .83 OF   6
```

50. FUTURE PHYSICAL FACILITIES WILL BE MORE FLEXIBLE AND VERSATILE.

CONSISTENT

```
      1  2  3  4  5  6  7              1  2  3  4  5  6  7      75 80 85 90 95+
ALL   -  -  -  - (M  )  -              -  -  -  -  (  M) -       (  M) -  -  -
FED         -  - (M) -  -                       -  (  M) -       - (M  )  -
STA      -  -  (  M  )  -                       -  (  M) -       (  M) -
ADM      -  -  - (M  )  -                    -  -  (  M) -       (  M) -  -  -
FAC         -  - (M  )  -                 -  -  -  (  M) -       (  M  )  -
EDA            - (M  )  -                    -  -  (  M  )       (  M)
STU      -  -  (  M  )                             (  M)         (  M) -  -  -
ALL  ME5.0 SD1.1  .70 OF 336           ME5.6 SD1.0  .76 OF 338   ED=80  .75 OF 209
FED  ME5.1 SD1.0  .54 OF  11           ME5.9 SD .9  .63 OF  11   ED=81  .50 OF   4
STA  ME5.0 SD1.0  .90 OF  43           ME5.7 SD .7  .88 OF  43   ED=80  .79 OF  29
ADM  ME5.1 SD1.0  .74 OF 174           ME5.6 SD .9  .78 OF 175   ED=80  .75 OF 107
FAC  ME5.2 SD1.1  .71 OF  28           ME5.4 SD1.2  .75 OF  28   ED=80  .95 OF  20
EDA  ME5.3 SD .9  .66 OF  12           ME5.8 SD1.1  .91 OF  12   ED=78 1.00 OF   6
STU  ME4.8 SD1.1  .85 OF  14           ME5.7 SD .5 1.00 OF  14   ED=80  .90 OF  11
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51. THE FACULTY WILL HAVE GREATER FREEDOM RELATIVE TO WORKLOADS AND ACTIVITIES.

INCONSISTENT

```
      1  2  3  4  5  6  7              1  2  3  4  5  6  7      75 80 85 90 95+
ALL   -  -  -  (  M  )  -              - (M  )  -  -  -  -
FED         -  (  M) -                   (  M) -  -
STA      -  - (M  )  -  -                (M  )
ADM      -  -  (  M  )  -              - (M  )  -  -  -  -
FAC      -  -  (  M) -  -              - (M  )  -  -
EDA      -  -  (  M  )  -              - (M  )
STU   -  -  - (M  )  -  -                 (  M  -  )
ALL  ME4.7 SD1.2  .80 OF 320           ME2.4 SD1.0  .81 OF 325
FED  ME4.6 SD1.0  .63 OF  11           ME2.7 SD .9  .90 OF  11
STA  ME4.5 SD1.2  .60 OF  41           ME2.4 SD .5 1.00 OF  41
ADM  ME4.9 SD1.1  .65 OF 166           ME2.5 SD1.0  .79 OF 169
FAC  ME4.6 SD1.3  .59 OF  27           ME2.2 SD1.0  .70 OF  27
EDA  ME4.9 SD1.3  .81 OF  11           ME2.2 SD .7  .83 OF  12
STU  ME4.4 SD1.4  .71 OF  14           ME3.3 SD1.1 1.00 OF  14
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          PCT.                      FORCES PROMOTING THE CHANGE                                      FORCES HINDERING THE CHANGE
CHANGE SHOULD            FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRO              FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRO
STMT.  CHANGE   NUM       1     2     3     4     5     6     7     8     9     NUM        1     2     3     4     5     6     7     8     9      NUM

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GROUP
 ALL    43.3    141     13.8   1.7  16.4  12.9  27.6  16.4   5.2   4.3   1.7    116        7.3  25.7   6.4   0.0  11.9  36.7   6.4   4.6    .9    109
 FED    75.0      4     25.0   0.0   0.0  25.0   0.0   0.0  25.0  25.0   0.0      4        0.0  33.3   0.0   0.0   0.0  66.7   0.0   0.0   0.0      3
 STA    43.8     16      0.0   0.0  35.7   7.1  28.6  14.3   7.1   0.0   7.1     14        0.0  23.1  15.4   0.0   7.7  53.8   0.0   0.0   0.0     13
 ADM    43.4     76      8.3   1.7  15.0  18.3  26.7  20.0   5.0   3.3   1.7     60        8.9  19.6   7.1   0.0  10.7  37.5  10.7   3.6   1.8     56
 FAC    33.3     15     38.5   7.7  15.4  15.4   7.7  15.4   0.0   0.0   0.0     13        0.0  36.4   0.0   0.0   9.1  54.5   0.0   0.0   0.0     11
 EDA    50.0      4      0.0   0.0   0.0   0.0   0.0100.0   0.0   0.0   0.0      1       50.0   0.0   0.0   0.0   0.0  50.0   0.0   0.0   0.0      2
 STU    50.0      8     28.6   0.0   0.0   0.0  28.6  14.3   0.0  28.6   0.0      7       14.3  57.1   0.0   0.0  28.6   0.0   0.0   0.0   0.0      7



 50

GROUP
 ALL    96.5    170     13.5  51.4   4.7   4.1   1.4   6.1  12.2   6.8   0.0    148         .8  18.5   5.0   4.2   0.0  42.9  16.8   8.4   3.4    113
 FED   100.0      5     50.0  50.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      4        0.0  33.3   0.0   0.0   0.0  33.3  33.3   0.0   0.0      3
 STA   100.0     23      9.5  76.2   4.8   0.0   0.0   0.0   9.5   0.0   0.0     21        0.0   5.6   5.6   0.0   0.0  55.6  22.2   5.6   5.6     18
 ADM    94.2     86     13.5  48.6   5.4   5.4   2.7   4.1  12.2   8.1   0.0     74        0.0  15.0   3.3   1.7   0.0  50.0  15.0  11.7   3.3     60
 FAC   100.0     17      6.3  62.5   6.3   0.0   0.0  12.5   0.0  12.5   0.0     16        0.0  30.8   7.7  15.4   0.0  23.1   7.7   7.7   7.7     13
 EDA   100.0      5     33.3   0.0   0.0   0.0   0.0   0.0  66.7   0.0   0.0      3       25.0   0.0  25.0  50.0   0.0   0.0   0.0   0.0   0.0      4
 STU   100.0      9      0.0  37.5   0.0   0.0   0.0  25.0  25.0  12.5   0.0      8        0.0  33.3  33.3   0.0   0.0   0.0  33.3   0.0   0.0      3



 51

GROUP
 ALL     0.0      0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0        0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 FED     0.0      0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0        0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 STA     0.0      0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0        0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 ADM     0.0      0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0        0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 FAC     0.0      0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0        0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 EDA     0.0      0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0        0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 STU     0.0      0      0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0        0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
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                                                                                                     ---PAGE 18
                                                           QUESTION 1                QUESTION 2                 QUESTION 3
                                                         ASSUMING THIS             WHAT IS THE LIKE-          IF YOU BELIEVE
    N = NONE                                             CHANGE WILL OCCUR,        LIHOOD THIS CHANGE         THIS CHANGE IS
    VG = VERY GREAT                                      WHAT WILL BE ITS          WILL OCCUR.                LIKELY,WHEN
    I = IMPOSSIBLE                                       IMPACT.                                              WILL IT OCCUR.
    VC = VIRTUALLY CERTAIN

               CHANGE STATEMENT                          N                 VG      I                 VC         BY 19--

52.  FACULTY WILL HAVE LESS FREEDOM RELATIVE TO              1  2  3  4  5  6  7       1  2  3  4  5  6  7       75 80 85 90 95+
WORKLOADS AND ACTIVITIES.                             ALL    -  -  -  (  M  )  -       -  -  -  -  (  M) -       (M )  -  -  -
                                                      FED          -  (  -  M) -          -  -  -  (  M) -       (  M)
                                                      STA       -  -  (  M  )  -                -  (  M) -       (M )  -
     CONSISTENT                                       ADM    -  -  -  (  M  )  -       -  -  -  -  (  M) -       (M )  -  -  -
                                                      FAC    -  -  -  -  (M )  -       -  -  -  -  (  M) -       (M)-  -
                                                      EDA                (  M) -                -  -  (M )       (M)-
                                                      STU          -  (  M  )  -             (  -  M) -          (  M  )
                                                      ALL  ME4.9 SD1.2  .83 CF 335    ME5.4 SD1.2  .75 OF 337    ED=77  .94 OF 205
                                                      FED  ME5.1 SD1.3  .72 OF  11    ME5.2 SD1.4  .72 OF  11    ED=78 1.00 OF   5
                                                      STA  ME4.9 SD1.1  .88 OF  42    ME5.6 SD .8  .81 OF  43    ED=77  .96 OF  30
                                                      ADM  ME4.9 SD1.2  .84 CF 175    ME5.4 SD1.2  .76 OF 175    ED=77  .95 OF 106
                                                      FAC  ME5.1 SD1.4  .64 OF  28    ME5.3 SD1.4  .78 OF  28    ED=76  .90 OF  20
                                                      EDA  ME5.6 SD .6  .91 OF  12    ME5.9 SD .9  .75 OF  12    ED=77  .60 OF   5
                                                      STU  ME4.8 SD1.0  .85 OF  14    ME4.4 SD1.0  .85 CF  14    ED=79 1.00 OF   8


53.  THE FACULTY WILL HAVE GREATER FREEDOM                   1  2  3  4  5  6  7       1  2  3  4  5  6  7       75 80 85 90 95+
RELATIVE TO COURSE CONTENT.                           ALL    -  -  -  (M )  -  -       -  -  (  M  )  -  -       (  M) -  -  -
                                                      FED             (  M) -             -  (  M) -
                                                      STA    -  -  -  (M )  -          -  -  (  M) -  -          (  M) -
    INCONSISTENT                                      ADM    -  -  -  (M )  -  -       -  -  (  M  )  -  -       (  M) -  -  -
                                                      FAC       -  -  (M )  -  -       -  (  -  M  )  -          (  M) -  -  -
                                                      EDA          -  (M )  -  -          -  (  M  )             (M)-
                                                      STU          -  (  M  )             -  (  -  M) -  -       -  (  M  )
                                                      ALL  ME4.2 SD1.1  .69 OF 334    ME3.8 SD1.2  .76 OF 336    ED=80  .82 OF 145
                                                      FED  ME4.8 SD .8  .72 OF  11    ME3.5 SD .9  .72 CF  11    ED=75 0.00 OF   1
                                                      STA  ME4.2 SD1.1  .73 CF  42    ME3.8 SD1.1  .69 CF  43    ED=79  .86 OF  15
                                                      ADM  ME4.2 SD1.2  .67 OF 174    ME3.8 SD1.2  .77 OF 174    ED=80  .82 OF  80
                                                      FAC  ME4.3 SD1.1  .67 OF  28    ME3.7 SD1.4  .85 OF  28    ED=80  .84 OF  13
                                                      EDA  ME4.4 SD1.0  .83 OF  12    ME3.7 SD1.1  .83 CF  12    ED=76  .80 OF   5
                                                      STU  ME4.8 SD .9  .92 OF  14    ME4.2 SD1.4  .71 OF  14    ED=83  .75 OF   8


**54.  FACULTY TENURE WILL BE ELIMINATED.                    1  2  3  4  5  6  7       1  2  3  4  5  6  7       75 80 85 90 95+
                                                      ALL    -  -  -  -  (  M  )       -  -  (  M  -  )  -       -  (  M  )  -
                                                      FED             -  -  (  M)         -  (M )  -  -
                                                      STA       -  -  -  (  M) -       -  -  (  M  )  -  -       -  -  (M)-  -
     CONSISTENT                                       ADM    -  -  -  -  (  M) -       -  -  (  M  -  )  -          (  M) -  -
                                                      FAC    -  -  -  -  (  M  )       -  -  (  M  -  )          -  -  (  M  )
                                                      EDA       -  -  -  (  M  )          -  (  -  M  )
                                                      STU          -  -  (  M  )          -  (  M  -  )                   (M)
                                                      ALL  ME5.5 SD1.5  .80 CF 324    ME4.2 SD1.6  .75 CF 328    ED=85  .82 OF  86
                                                      FED  ME6.4 SD .9  .90 CF  11    ME3.7 SD1.4  .54 OF  11    ED=80 0.00 OF   1
                                                      STA  ME5.4 SD1.4  .58 OF  41    ME4.0 SD1.7  .51 OF  41    ED=86  .66 OF   9
                                                      ADM  ME5.4 SD1.5  .57 OF 168    ME4.2 SD1.6  .75 CF 169    ED=85  .78 OF  46
                                                      FAC  ME5.4 SD1.4  .75 CF  28    ME4.0 SD1.5  .78 OF  28    ED=88  .60 OF  10
                                                      EDA  ME5.8 SD1.4  .91 OF  12    ME4.3 SD1.5  .83 CF  12    ED=83  .50 OF   2
                                                      STU  ME5.6 SD1.1  .85 OF  14    ME4.1 SD1.5  .85 CF  14    ED=90 1.00 OF   5
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          PCT.                         FORCES PROMOTING THE CHANGE                                         FORCES HINDERING THE CHANGE
CHANGE SHOULD              FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRE                FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRO
STMT.  CHANGE.  NUM         1    2    3    4    5    6    7    8    9     NUM          1    2    3    4    5    6    7    8    9     NUM

 52

GROUP
 ALL    67.9    168        3.9 78.6  1.9   .6  1.9  1.9  9.1  1.9  0.0    154        0.0  1.9  1.3  0.0  1.3 91.7  2.6  1.3  0.0    156
 FED    80.0      5        0.0100.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      5        0.0  0.0  0.0  0.0  0.0 75.0  0.0 25.0  0.0      4
 STA    85.7     21        0.0 85.0  5.0  0.0  5.0  0.0  5.0  0.0  0.0     20        0.0  5.0  0.0  0.0  0.0 95.0  0.0  0.0  0.0     20
 ADM    68.2     88        3.8 76.9  2.6  0.0  1.3  1.3 11.5  2.6  0.0     78        0.0  1.3  0.0  0.0  1.3 96.2  1.3  0.0  0.0     78
 FAC    35.3     17        0.0 83.3  0.0  0.0  0.0  5.6 11.1  0.0  0.0     18        0.0  5.3  5.3  0.0  0.0 89.5  0.0  0.0  0.0     19
 EDA   100.0      5       25.0 50.0  0.0  0.0  0.0  0.0 25.0  0.0  0.0      4        0.0  0.0  0.0  0.0  0.0100.0  0.0  0.0  0.0      4
 STU    44.4      9        0.0 66.7  0.0  0.0  0.0  0.0 16.7 16.7  0.0      6        0.0  0.0  0.0  0.0  0.0 77.8 22.2  0.0  0.0      9



 53

GROUP
 ALL    65.1    166        1.9  3.2   .6   .6  6.4 84.0  1.9  1.3  0.0    156        2.1 55.9  9.7  1.4  8.3  6.9 13.1  2.1   .7    145
 FED    60.0      5        0.0  0.0  0.0  0.0  0.0100.0  0.0  0.0  0.0      5        0.0 75.0  0.0  0.0  0.0  0.0  0.0 25.0  0.0      4
 STA    57.1     21        0.0  5.0  0.0  0.0 10.0 85.0  0.0  0.0  0.0     20        0.0 42.1 10.5  5.3 15.8  5.3 15.8  5.3  0.0     19
 ADM    65.5     84        1.3  5.1  0.0  0.0  6.4 83.3  2.6  1.3  0.0     78        1.4 53.4 11.0  1.4  9.6  6.8 13.7  1.4  1.4     73
 FAC    64.7     17        5.9  0.0  5.9  0.0  0.0 88.2  0.0  0.0  0.0     17        0.0 62.5  0.0  0.0  6.3  6.3 25.0  0.0  0.0     16
 EDA    20.0      5       25.0  0.0  0.0  0.0  0.0 50.0 25.0  0.0  0.0      4        0.0 50.0  0.0  0.0  0.0 50.0  0.0  0.0  0.0      4
 STU    77.8      9        0.0  0.0  0.0 11.1  0.0 77.8  0.0 11.1  0.0      9        0.0 50.0 25.0  0.0  0.0  0.0 25.0  0.0  0.0      8



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GROUP
 ALL    54.8    168        2.7 68.7  6.7  1.3  8.0  2.7  8.0  1.3   .7    150        0.0  1.9   .6   .6  0.0 96.2   .6  0.0  0.0    159
 FED    60.0      5        0.0100.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      3        0.0  0.0  0.0  0.0  0.0100.0  0.0  0.0  0.0      5
 STA    59.1     22        0.0 57.1  4.8  4.8  4.8  9.5 14.3  4.8  0.0     21        0.0  4.8  4.8  4.8  0.0 81.0  4.8  0.0  0.0     21
 ADM    54.1     85        1.3 70.7  6.7  0.0  8.0  2.7  9.3  1.3  0.0     75        0.0  1.3  0.0  0.0  0.0 98.7  0.0  0.0  0.0     77
 FAC    29.4     17        0.0 82.4  5.9  5.9  5.9  0.0  0.0  0.0  0.0     17        0.0  5.6  0.0  0.0  0.0 94.4  0.0  0.0  0.0     18
 EDA    80.0      5       50.0  0.0 25.0  0.0  0.0  0.0 25.0  0.0  0.0      4        0.0  0.0  0.0  0.0  0.0100.0  0.0  0.0  0.0      4
 STU    55.6      9        0.0 37.5 12.5  0.0 25.0  0.0 12.5  0.0 12.5      8        0.0  0.0  0.0  0.0  0.0100.0  0.0  0.0  0.0      9
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                                                                                                                 ---PAGE 19
                                                          QUESTION 1                  QUESTION 2                  QUESTION 3
                                                          ASSUMING THIS               WHAT IS THE LIKE-          IF YOU BELIEVE
     N = NONE                                             CHANGE WILL OCCUR.          LIHOOD THIS CHANGE         THIS CHANGE IS
     VG = VERY GREAT                                      WHAT WILL BE ITS            WILL OCCUR.                LIKELY,WHEN
     I = IMPOSSIBLE                                       IMPACT.                                                WILL IT OCCUR.
     VC = VIRTUALLY CERTAIN

                CHANGE STATEMENT                           N                 VC       I                 VC         BY 19--

55.  THE FACULTY WILL PLAY AN INCREASED ROLE IN            1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
THE GOVERNANCE OF THEIR INSTITUTION.               ALL        -  -  (  M) -  -        -  -  (  M  )  -  -      (M  )  -  -  -
                                                   FED        -  -  (  M) -  -        -  -  (  M  -  )
                                                   STA        -  - (M  )  -  -           -  (  M  )  -  -       (  M) -
      CONSISTENT                                   ADM        -  -  (  M) -  -        -  -  (  M  )  -  -      (M  )  -  -  -
                                                   FAC        -  -  (  M) -  -           -  (  M  )  -  -       (  M) -  -  -
                                                   EDA        -  -  (  M  )  -           -  (  M  )            (M) -
                                                   STU              (  M  )              -  (  M  )  -            (M) -  -
                                                   ALL  ME4.6 SD1.1  .64 OF 335    ME3.9 SD1.3  .72 OF 338     ED=78  .85 OF 143
                                                   FED  ME4.7 SD1.4  .54 OF  11    ME4.2 SD1.7  .81 OF  11
                                                   STA  ME4.3 SD1.2  .65 OF  43    ME3.9 SD1.2  .81 OF  43     ED=78  .81 OF  16
                                                   ADM  ME4.7 SD1.1  .64 OF 175    ME3.9 SD1.3  .72 OF 176     ED=78  .87 OF  86
                                                   FAC  ME4.6 SD1.1  .71 OF  28    ME4.0 SD1.5  .64 OF  28     ED=79  .91 OF  12
                                                   EDA  ME4.8 SD1.4  .72 OF  11    ME3.8 SD1.2  .75 OF  12     ED=77  .60 OF   5
                                                   STU  ME4.9 SD .7 1.00 OF  14    ME4.1 SD1.1  .85 OF  14     ED=82  .77 OF   9

56.  THE FACULTY WILL PLAY A DECREASED ROLE IN             1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 60 85 90 95+
THE GOVERNANCE OF THEIR INSTITUTION.               ALL     -  -  (  M  )  -  -        -  (  -  M  )  -  -
                                                   FED           - (M  -  )  -        -  (  -  M  )  -  -
                                                   STA     -  -  (  M  )  -           -  (  M  -  )  -  -
    INCONSISTENT                                   ADM     -  -  - (M  )  -  -        -  (  -  M  )  -  -
                                                   FAC     -  -  (  M  )  -           -  (  -  M  )  -
                                                   EDA        -  -  (  M  )           -  (  M  -  )  -
                                                   STU     -  -  - (M  )  -              - (M  )  -  -
                                                   ALL  ME4.2 SD1.2  .77 OF 319    ME3.7 SD1.6  .78 OF 325
                                                   FED  ME4.7 SD1.3  .72 OF  11    ME3.8 SD1.9  .63 OF  11
                                                   STA  ME4.1 SD1.3  .77 OF  40    ME3.7 SD1.6  .78 OF  41
                                                   ADM  ME4.2 SD1.2  .60 OF 165    ME3.7 SD1.6  .80 OF 167
                                                   FAC  ME4.0 SD1.1  .88 OF  27    ME3.8 SD1.7  .66 OF  27
                                                   EDA  ME4.6 SD1.4  .83 OF  12    ME3.6 SD1.7  .75 OF  12
                                                   STU  ME4.1 SD1.1  .78 OF  14    ME3.4 SD1.1  .64 OF  14

57.  A LARGER PROPORTION OF THE FACULTY WILL BE            1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
PART-TIME FACULTY.                                 ALL     -  -  -  (  M  )  -        -  -  -  (  M) -  -       - (M) -  -
                                                   FED        -  -  (  M  )              -  -  (  M  )
                                                   STA        -  -  (  M) -  -           -  -  (  M) -          - (M) -  -
      CONSISTENT                                   ADM        -  -  (  M  )  -        -  -  -  (  M) -  -       - (M) -  -
                                                   FAC     -  -  -  (  M  )  -           -  -  (  M  )          (  M  )  -
                                                   EDA              - (M  )              -  -  (  M  )          - (M) -  -
                                                   STU           -  (  M  )  -           -  -  (  M  )            (M) -
                                                   ALL  ME4.7 SD1.1  .85 OF 333    ME4.6 SD1.2  .59 OF 336     ED=80  .56 OF 173
                                                   FED  ME4.7 SD1.2  .90 OF  11    ME5.0 SD1.2  .90 OF  11     ED=80  .66 OF   3
                                                   STA  ME4.5 SD1.1  .69 OF  43    ME4.7 SD1.0  .67 OF  43     ED=80  .65 OF  23
                                                   ADM  ME4.9 SD1.1  .86 OF 175    ME4.6 SD1.2  .62 OF 175     ED=80  .55 OF  94
                                                   FAC  ME4.8 SD1.4  .82 OF  28    ME4.6 SD1.3  .78 OF  28     ED=80  .92 OF  14
                                                   EDA  ME5.3 SD .7  .81 OF  11    ME4.3 SD1.4  .75 OF  12     ED=81  .60 OF   5
                                                   STU  ME4.9 SD1.1  .78 OF  14    ME4.3 SD1.2  .85 OF  14     ED=81  .77 OF   3
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         PCT.                          FORCES PROMOTING THE CHANGE                                  FORCES HINDERING THE CHANGE
CHANGE SHOULD           FED   STA   NGV   IND   STU  FAC   PUB   PRI   PRC              FED   STA   NGV   IND   STU  FAC   PUB   PRI   PRC
STMT.  CHANGE   NUM       1     2     3     4     5    6     7     8     9    NUM         1     2     3     4     5    6     7     8     9    NUM

 55

GROUP
 ALL    53.5    172     1.3   1.9    .6   0.0    .6 93.0   1.9    .6   0.0    159       0.0  54.7   2.0    .7   6.8  6.8  22.3   4.7   2.0    148
 FED    60.0      5     0.0   0.0   0.0   0.0   0.0100.0   0.0   0.0   0.0      5       0.0  60.0   0.0   0.0   0.0  0.0  40.0   0.0   0.0      5
 STA    50.0     22     0.0   4.8   0.0   0.0   0.0 95.2   0.0   0.0   0.0     21       0.0  57.1   4.8   0.0   9.5  9.5  14.3   4.8   0.0     21
 ADM    53.4     88     1.2   1.2   1.2   0.0   0.0 92.5   2.5   1.2   0.0     80       0.0  58.9   0.0   0.0   4.1  6.8  21.9   4.1   4.1     73
 FAC    61.1     18     0.0   0.0   0.0   0.0   0.0100.0   0.0   0.0   0.0     18       0.0  56.3   0.0   6.3  12.5  0.0  18.7   6.3   0.0     16
 EDA    80.0      5     0.0   0.0   0.0   0.0   0.0 75.0  25.0   0.0   0.0      4       0.0   0.0  33.3   0.0  66.7  0.0   0.0   0.0   0.0      3
 STU    77.8      9     0.0   0.0   0.0   0.0  12.5 87.5   0.0   0.0   0.0      8       0.0  11.1   0.0   0.0   0.0 11.1  66.7  11.1   0.0      9




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GROUP
 ALL     0.0      0     0.0   0.0   0.0   0.0   0.0  0.0   0.0   0.0   0.0      0       0.0   0.0   0.0   0.0   0.0  0.0   0.0   0.0   0.0      0
 FED     0.0      0     0.0   0.0   0.0   0.0   0.0  0.0   0.0   0.0   0.0      0       0.0   0.0   0.0   0.0   0.0  0.0   0.0   0.0   0.0      0
 STA     0.0      0     0.0   0.0   0.0   0.0   0.0  0.0   0.0   0.0   0.0      0       0.0   0.0   0.0   0.0   0.0  0.0   0.0   0.0   0.0      0
 ADM     0.0      0     0.0   0.0   0.0   0.0   0.0  0.0   0.0   0.0   0.0      0       0.0   0.0   0.0   0.0   0.0  0.0   0.0   0.0   0.0      0
 FAC     0.0      0     0.0   0.0   0.0   0.0   0.0  0.0   0.0   0.0   0.0      0       0.0   0.0   0.0   0.0   0.0  0.0   0.0   0.0   0.0      0
 EDA     0.0      0     0.0   0.0   0.0   0.0   0.0  0.0   0.0   0.0   0.0      0       0.0   0.0   0.0   0.0   0.0  0.0   0.0   0.0   0.0      0
 STU     0.0      0     0.0   0.0   0.0   0.0   0.0  0.0   0.0   0.0   0.0      0       0.0   0.0   0.0   0.0   0.0  0.0   0.0   0.0   0.0      0




 57

GROUP
 ALL    63.5    167     2.9  22.1   5.1  23.5   5.9  4.4  25.0   6.6   4.4    136       0.0   1.6   3.1   0.0   1.6 86.0   3.9   3.9   0.0    129
 FED    80.0      5    25.0   0.0   0.0  25.0   0.0  0.0  25.0   0.0  25.0      4       0.0   0.0   0.0   0.0   0.0100.0   0.0   0.0   0.0      3
 STA    71.4     21     0.0  22.2  11.1  16.7   5.6  5.6  22.2  11.1   5.6     18       0.0   0.0   0.0   0.0   5.6 88.9   0.0   5.6   0.0     18
 ADM    59.8     87     2.8  29.6   2.8  18.3   5.6  5.6  23.9   7.0   4.2     71       0.0   2.9   5.9   0.0   1.5 82.4   4.4   2.9   0.0     68
 FAC    41.2     17     0.0  28.6   7.1  35.7   7.1  0.0  14.3   7.1   0.0     14       0.0   0.0   0.0   0.0   0.0100.0   0.0   0.0   0.0     15
 EDA   100.0      4     0.0   0.0   0.0   0.0   0.0  0.0 100.0   0.0   0.0      3       0.0   0.0   0.0   0.0   0.0100.0   0.0   0.0   0.0      2
 STU    75.0      8     0.0  25.0   0.0  25.0  25.0  0.0  25.0   0.0   0.0      4       0.0   0.0   0.0   0.0   0.0 75.0  25.0   0.0   0.0      4
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                                                                                                         ---PAGE 20
                                                           QUESTION 1                 QUESTION 2                  QUESTION 3
                                                          ASSUMING THIS              WHAT IS THE LIKE-          IF YOU BELIEVE
     N = NONE                                             CHANGE WILL OCCUR,         LIHOOD THIS CHANGE         THIS CHANGE IS
     VG = VERY GREAT                                      WHAT WILL BE ITS           WILL OCCUR.                LIKELY,WHEN
     I = IMPOSSIBLE                                       IMPACT.                                               WILL IT OCCUR.
     VC = VIRTUALLY CERTAIN

                CHANGE STATEMENT                           N                VG       I                VC          BY 19--

58.  FACULTY COLLECTIVE BARGAINING WILL BECOME             1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
MORE WIDELY ADOPTED.                                ALL    -  -  -  -  (  M) -        -  -  -  -  (  M) -      (M  )  -  -
                                                    FED             -  (  M) -              -  -  (  M) -       (  M) -
                                                    STA       -  -  -  (  M) -        -  -  -  -  (  M) -       (  M)
      CONSISTENT                                    ADM    -  -  -  -  (  M) -              -  -  (  M) -      (M  )  -  -
                                                    FAC             -  (  M) -                 -  (  M) -       (  M)
                                                    EDA                - (M  )                    - (M  )       (  M)
                                                    STU             (  -  M) -              -  (  M  )          - (M  )  -
                                                    ALL  ME5.7 SD1.0  .69 OF 336    ME5.7 SC .9   .73 CF 337    ED=78  .91 OF 214
                                                    FED  ME5.8 SD .9   .63 OF  11    ME5.7 SD1.1  .63 CF  11    ED=79  .80 OF   5
                                                    STA  ME5.5 SC .9   .86 OF  43    ME5.4 SD1.1  .81 OF  43    ED=78 1.00 OF  28
                                                    ADM  ME5.8 SC1.0  .68 OF 175    ME5.8 SD .8   .72 CF 175    ED=78  .90 OF 112
                                                    FAC  ME5.6 SD1.0  .60 CF  28    ME5.6 SD .8   .78 CF  28    ED=78 1.00 OF  21
                                                    EDA  ME6.2 SD .6   .91 OF  12    ME6.3 SD .6   .91 CF  12    ED=78 1.00 OF   6
                                                    STU  ME5.5 SD1.1  .85 OF  14    ME4.9 SD .9   .92 OF  14    ED=81  .80 OF  10


59.  A LARGER PROPORTION OF THE FACULTY WILL BE            1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
RECRUITED FROM NONACADEMIC SOURCES.                 ALL       -  -  (  M  )  -        -  -  -  (  M) -  -       - (M  )  -  -
                                                    FED             (  M  )              -  -  (  M) -  -
                                                    STA          -  (  M  )  -           -  -  (  M) -  -       - (M) -  -
      CONSISTENT                                    ADM       -  -  (  M  )  -        -  -  -  (  M) -  -       - (M  )  -  -
                                                    FAC       -  -  - (M  )  -           -  (  -  M) -          - (M  )  -
                                                    EDA             - (M) -              (  -  M  )  -
                                                    STU             - (M  )                 -  - (M) -            (M  )  -
                                                    ALL  ME5.0 SD1.0  .88 OF 335    ME4.4 SD1.3  .61 OF 337    ED=82  .76 OF 173
                                                    FED  ME5.1 SC .8 1.00 OF  11    ME4.5 SD1.2  .72 OF  11    ED=88  .50 OF   2
                                                    STA  ME5.0 SD .9   .90 OF  43    ME4.4 SD1.1  .67 CF  43    ED=81  .72 OF  25
                                                    ADM  ME5.0 SD1.0  .88 CF 175    ME4.4 SD1.3  .61 CF 175    ED=82  .76 OF  92
                                                    FAC  ME5.1 SD1.1  .67 OF  26    ME4.2 SD1.4  .64 OF  28    ED=82  .75 OF  16
                                                    EDA  ME5.2 SC .6   .63 OF  11    ME3.8 SD1.5  .83 CF  12    ED=80 1.00 OF   2
                                                    STU  ME5.1 SD .6   .65 OF  14    ME4.8 SD .7   .71 CF  14    ED=83  .90 OF  10


60.  FACULTY WILL BECOME MORE COMMITTED TO THE             1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
GOALS OF THEIR INSTITUTION.                         ALL    -  -  -  (  M  )  -        -  (  M  )  -  -  -
                                                    FED             (  M  )  -           (  M  )  -  -
                                                    STA       -  -  (  M  )  -        -  - (M  -  )  -  -
    INCONSISTENT                                    ADM    -  -  -  (  M  )  -        -  (  M  )  -  -  -
                                                    FAC       -  -  (  M  )  -        -  - (M  )  -  -
                                                    EDA          -  -  (  M) -           -  (  M  )  -  -
                                                    STU             - (M  )  -        -  (  M  )  -
                                                    ALL  ME5.1 SD1.2  .79 OF 322    ME3.4 SD1.3  .74 OF 326
                                                    FED  ME5.5 SD1.2  .72 CF  11    ME3.5 SD1.5  .72 CF  11
                                                    STA  ME5.0 SD1.1  .87 OF  40    ME3.6 SD1.3  .75 CF  40
                                                    ADM  ME5.1 SD1.2  .80 OF 168    ME3.4 SD1.3  .73 OF 169
                                                    FAC  ME5.1 SD1.4  .67 CF  28    ME3.4 SD1.2  .60 OF  29
                                                    EDA  ME5.3 SD1.2  .58 OF  12    ME4.2 SD1.5  .66 CF  12
                                                    STU  ME5.1 SD .8   .71 OF  14    ME2.9 SD1.2  .78 OF  14
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         PCT.                      FORCES PROMOTING THE CHANGE                                        FORCES HINDERING THE CHANGE
CHANGE SHOULD        FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRC                FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRC
STMT.  CHANGE   NUM    1     2     3     4     5     6     7     8     9    NUM           1     2     3     4     5     6     7     8     9    NUM

 58

GROUP
 ALL    42.4   172    .6   6.4   4.5   0.0   0.0  85.3   3.2   0.0   0.0    156         1.4  49.0   2.8   2.1   1.4   6.9  19.3  15.2   2.1    145
 FED    40.0     5   0.0  20.0  20.0   0.0   0.0  60.0   0.0   0.0   0.0      5         0.0  25.0   0.0   0.0  25.0   0.0  25.0  25.0   0.0      4
 STA    34.8    23   0.0   0.0   5.0   0.0   0.0  90.0   5.0   0.0   0.0     20         0.0  68.4   0.0   5.3   0.0   0.0  15.8   5.3   5.3     19
 ADM    39.5    86   0.0  10.3   2.6   0.0   0.0  82.1   5.1   0.0   0.0     78         1.4  37.5   2.8   1.4   1.4   8.3  25.0  19.4   2.8     72
 FAC    47.4    19   0.0   5.6   5.6   0.0   0.0  88.9   0.0   0.0   0.0     18         0.0  62.5   6.3   6.3   0.0   6.3   6.3  12.5   0.0     16
 EDA   100.0     5   0.0   0.0  25.0   0.0   0.0  75.0   0.0   0.0   0.0      4         0.0   0.0   0.0   0.0   0.0   0.0  50.0  50.0   0.0      4
 STU    66.7     9   0.0   0.0   0.0   0.0    0.0100.0   0.0   0.0   0.0      9         0.0  62.5   0.0   0.0   0.0   0.0  25.0  12.5   0.0      8


 59

GROUP
 ALL    75.0   168   6.2  14.4   4.8  32.9  14.4   1.4  19.9   3.4   2.7    146         0.0   1.4    .7   1.4   0.0  91.1   2.7   2.7   0.0    146
 FED   100.0     5   0.0   0.0   0.0   0.0  25.0  25.0  25.0   0.0  25.0      4         0.0   0.0   0.0   0.0   0.0  75.0  25.0   0.0   0.0      4
 STA    95.5    22   0.0  15.0   5.0  25.0  20.0   0.0  35.0   0.0   0.0     20         0.0   0.0   0.0   0.0    0.0100.0   0.0   0.0   0.0     18
 ADM    71.3    87   8.3  15.3   5.6  33.3  12.5   1.4  16.7   4.2   2.8     72         0.0   1.3   1.3   2.7   0.0  89.3   1.3   4.0   0.0     75
 FAC    47.1    17  11.8  23.5   0.0  35.3  17.6   0.0  11.8   0.0   0.0     17         0.0   0.0   0.0   0.0   0.0  94.1   5.9   0.0   0.0     17
 EDA    80.0     5   0.0   0.0  25.0  25.0   0.0   0.0  50.0   0.0   0.0      4         0.0   0.0   0.0   0.0   0.0  75.0   0.0  25.0   0.0      4
 STU   100.0     8   0.0  14.3   0.0  28.6  28.6   0.0   0.0  28.6   0.0      7         0.0   0.0   0.0   0.0    0.0100.0   0.0   0.0   0.0      6


 60

GROUP
 ALL     0.0     0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0         0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 FED     0.0     0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0         0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 STA     0.0     0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0         0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 ADM     0.0     0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0         0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 FAC     0.0     0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0         0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 EDA     0.0     0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0         0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 STU     0.0     0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0         0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
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                                                                                                    ---PAGE 21
                                                       QUESTION 1                 QUESTION 2                 QUESTION 3
N = NONE                                              ASSUMING THIS              WHAT IS THE LIKE-          IF YOU BELIEVE
VG = VERY GREAT                                       CHANGE WILL OCCUR,         LIHOOD THIS CHANGE         THIS CHANGE IS
I = IMPOSSIBLE                                        WHAT WILL BE ITS           WILL OCCUR.                LIKELY,WHEN
VC = VIRTUALLY CERTAIN                                IMPACT.                                               WILL IT OCCUR.

      CHANGE STATEMENT                                 N                 VG       I                 VC        BY 19--

61.  FACULTY WILL HAVE INCREASED TEACHING LOADS.       1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
                                                 ALL   -  -  -  (  M  )  -        -  -  -  - (M  )  -       (M )  -  -
                                                 FED   -  -  -  (  M  -  )        -  -  -  (  -  M) -       (M )
      CONSISTENT                                 STA      -  -  (  M  )              -  -  - (M  )  -       (M )  -
                                                 ADM      -  -  (  M  )  -           -  -  - (M  )  -       (M )  -  -
                                                 FAC            (  M  )  -           -  -  -  (  M) -       (M) -
                                                 EDA            - (M  )                    -  (  M) -       (M)
                                                 STU            - (M  )              -  -  (  M) -          (  M) -
                                                 ALL  ME5.0 SD1.1  .86 OF 338    ME5.2 SD1.2  .68 OF 341    ED=77  .94 OF 197
                                                 FED  ME4.8 SD1.7  .80 OF  10    ME5.0 SD1.7  .72 OF  11    ED=76 1.00 OF   4
                                                 STA  ME4.8 SD1.0  .88 OF  43    ME5.0 SD1.3  .67 OF  43    ED=77  .92 OF  26
                                                 ADM  ME5.1 SD1.1  .85 OF 177    ME5.2 SD1.1  .67 OF 178    ED=77  .96 OF 102
                                                 FAC  ME5.1 SD1.0  .89 OF  28    ME5.3 SD1.2  .75 OF  28    ED=76  .73 OF  19
                                                 EDA  ME5.2 SD .7  .83 OF  12    ME5.6 SD .8  .83 OF  12    ED=75 1.00 OF   6
                                                 STU  ME5.1 SD .5  .92 OF  14    ME4.5 SD1.0  .78 OF  14    ED=78  .88 OF   9

62.  FEWER FACULTY MEMBERS PER STUDENT WILL BE         1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
REQUIRED FOR INSTRUCTIONAL ACTIVITIES (DUE TO    ALL   -  -  -  (  M  )  -        -  -  -  (  M  )  -       - (M  )  -  -
SUCH FACTORS AS CHANGING TECHNOLOGY)             FED   -  -  -  -  (  M  )        -  -  (  -  -  M) -       -  (  M  )
      CONSISTENT                                 STA         -  (  M) -                 -  (  M  )  -       - (M  )
                                                 ADM      -  -  (  M  )  -        -  -  -  (  M) -  -       (  M) -  -  -
                                                 FAC            (  M  )  -           -  (  -  M  )          (  M  )  -  -
                                                 EDA            - (M  )  -           -  - (M  )  -  -
                                                 STU         -  - (M  )  -              -  (  M  )  -       -  (  M) -
                                                 ALL  ME5.0 SD1.0  .91 OF 336    ME4.7 SD1.2  .78 OF 337    ED=81  .72 OF 175
                                                 FED  ME5.4 SD1.7  .80 OF  10    ME4.9 SD1.8  .72 OF  11    ED=83  .75 OF   4
                                                 STA  ME4.7 SD .8  .80 OF  42    ME4.9 SD1.0  .90 OF  42    ED=81  .86 OF  23
                                                 ADM  ME5.1 SD .9  .91 OF 177    ME4.6 SD1.2  .61 OF 176    ED=80  .75 OF  93
                                                 FAC  ME5.1 SD .9  .96 OF  28    ME4.4 SD1.5  .85 OF  28    ED=83  .80 OF  15
                                                 EDA  ME5.3 SD1.0  .58 OF  12    ME4.3 SD1.3  .58 OF  12    ED=82  .66 OF   3
                                                 STU  ME5.3 SD .9  .85 OF  14    ME4.7 SD1.2  .71 OF  14    ED=84  .63 OF  11

63.  THE PUBLISH-OR-PERISH CONCEPT WILL BECOME         1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
LESS IMPORTANT.                                  ALL   -  -  -  (  M  )  -        -  -  -  (  M  )  -       - (M  )  -  -
                                                 FED            -  (  M) -              -  -  (  M) -       (  M  )  -
                                                 STA         -  (  M  )  -           -  -  (  M  )  -       (  M) -
      CONSISTENT                                 ADM   -  -  -  (  M  )  -        -  -  -  (  M  )  -       - (M  )  -  -
                                                 FAC      -  -  - (M  )  -           -  -  (  M  )  -       (  M) -  -
                                                 EDA   -  -  -  (  M  )  -           -  -  (  M  )          - (M  )
                                                 STU   -  -  -  (  M  )              -  (  M  )  -             - (M  )
                                                 ALL  ME4.9 SD1.2  .83 OF 337    ME4.8 SD1.3  .78 OF 339    ED=81  .67 OF 189
                                                 FED  ME5.6 SD .9  .72 OF  11    ME5.5 SD1.3  .63 OF  11    ED=80  .75 OF   4
                                                 STA  ME5.1 SD1.1  .85 OF  42    ME5.1 SD1.2  .76 OF  42    ED=80  .80 OF  26
                                                 ADM  ME4.8 SD1.2  .81 OF 177    ME4.8 SD1.2  .82 OF 178    ED=81  .71 OF  97
                                                 FAC  ME5.1 SD1.1  .78 OF  28    ME4.8 SD1.3  .71 OF  28    ED=79  .87 OF  16
                                                 EDA  ME4.8 SD1.6  .75 OF  12    ME4.6 SD1.2  .83 OF  12    ED=80  .75 OF   4
                                                 STU  ME4.7 SD1.3  .85 OF  14    ME4.1 SD1.2  .78 OF  14    ED=86  .87 OF   8
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         PCT.                       FORCES PROMOTING THE CHANGE                                              FORCES HINDERING THE CHANGE
CHANGE SHOULD           FED  STA   NGV   IND   STU   FAC   PUB   PRI   PRO              FED   STA   NGV   IND   STU  FAC   PUB   PRI   PRO
STMT.  CHANGE   NUM       1    2     3     4     5     6     7     8     9   NUM          1     2     3     4     5    6     7     8     9   NUM

 61

GROUP
ALL      74.0   173     3.2 77.7   0.0    .6   3.8    .6  10.8   3.2   0.0   157       0.0   0.0   0.0   0.0    .6 96.8   1.9   0.0    .6   154
FED     100.0     5     0.0100.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     5       0.0   0.0   0.0   0.0   0.0100.0   0.0   0.0   0.0     5
STA      95.5    22     0.0 85.0   0.0   0.0  10.0   0.0   0.0   5.0   0.0    20       0.0   0.0   0.0   0.0   0.0100.0   0.0   0.0   0.0    20
ADM      75.3    89     2.6 78.2   0.0   0.0   2.6   1.3  12.8   2.6   0.0    78       0.0   0.0   0.0   0.0   0.0 98.7   0.0   0.0   1.3    77
FAC      36.8    19     0.0 88.9   0.0   0.0   0.0   0.0  11.1   0.0   0.0    18       0.0   0.0   0.0   0.0   0.0 94.1   5.9   0.0   0.0    17
EDA      80.0     5    25.0 50.0   0.0   0.0   0.0   0.0  25.0   0.0   0.0     4       0.0   0.0   0.0   0.0   0.0100.0   0.0   0.0   0.0     4
STU      75.0     8     0.0 50.0   0.0   0.0  12.5   0.0  25.0  12.5   0.0     8       0.0   0.0   0.0   0.0   0.0100.0   0.0   0.0   0.0     8



 62

GROUP
ALL      64.1   170     7.2 44.1   6.6  13.8   2.6   5.3  16.4   2.6   1.3   152       0.0   4.1   0.0   0.0   7.5 85.6   2.1    .7   0.0   146
FED      60.0     5    50.0 50.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     4       0.0   0.0   0.0   0.0   0.0100.0   0.0   0.0   0.0     3
STA      69.6    23     0.0 60.0  10.0  10.0   5.0   5.0  10.0   0.0   0.0    20       0.0   5.0   0.0   0.0   0.0 95.0   0.0   0.0   0.0    20
ADM      69.8    86     4.0 40.0   9.3  16.0   0.0   5.3  18.7   5.3   1.3    75       0.0   2.7   0.0   0.0   9.6 84.9   2.7   0.0   0.0    73
FAC      43.8    16     5.9 52.9   0.0  17.6   0.0   5.9  17.6   0.0   0.0    17       0.0   6.3   0.0   0.0   0.0 87.5   6.3   0.0   0.0    16
EDA      60.0     5     0.0 25.0   0.0   0.0   0.0   0.0  75.0   0.0   0.0     4       0.0   0.0   0.0   0.0   0.0100.0   0.0   0.0   0.0     4
STU      55.6     9     0.0 12.5   0.0   0.0  25.0  25.0  37.5   0.0   0.0     8       0.0  33.3   0.0   0.0  50.0 16.7   0.0   0.0   0.0     6



 63

GROUP
ALL      92.5   173     2.0 20.8   2.0    .7  28.9  32.2   8.7   3.4   1.3   149        .7   2.9   2.9   2.2    .7 59.4  15.2  14.5   1.4   138
FED     100.0     5     0.0  0.0   0.0   0.0  33.3  33.3  33.3   0.0   0.0     3       0.0   0.0   0.0   0.0   0.0 75.0   0.0  25.0   0.0     4
STA     100.0    23     0.0 33.3   4.8   0.0  19.0  33.3   9.5   0.0   0.0    21       0.0  10.5   0.0   0.0   0.0 68.4  15.8   5.3   0.0    19
ADM      89.5    86     2.7 16.4   2.7   0.0  27.4  34.2   9.6   5.5   1.4    73       1.4   1.4   4.3   2.9   1.4 58.0  11.6  17.4   1.4    69
FAC      94.7    19     0.0 17.6   0.0   0.0  41.2  29.4  11.8   0.0   0.0    17       0.0   0.0   6.7   0.0   0.0 53.3   6.7  26.7   6.7    15
EDA      80.0     5     0.0 50.0   0.0   0.0  25.0  25.0   0.0   0.0   0.0     4       0.0   0.0   0.0   0.0   0.0 75.0  25.0   0.0   0.0     4
STU      88.9     9     0.0  0.0   0.0   0.0  14.3  71.4   0.0  14.3   0.0     7       0.0   0.0   0.0  14.3   0.0 14.3  71.4   0.0   0.0     7
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                                                                                                         ---PAGE 22
                                                          QUESTION 1                  QUESTION 2                  QUESTION 3
                                                          ASSUMING THIS              WHAT IS THE LIKE-           IF YOU BELIEVE
     N = NONE                                             CHANGE WILL OCCUR,         LIHOOD THIS CHANGE          THIS CHANGE IS
     VG = VERY GREAT                                      WHAT WILL BE ITS           WILL OCCUR.                 LIKELY,WHEN
     I = IMPOSSIBLE                                       IMPACT.                                                WILL IT OCCUR.
     VC = VIRTUALLY CERTAIN

                CHANGE STATEMENT                          N                VG         I                VC        BY 19--

64.  THE EFFECTIVENESS OF FACULTY AS FACILITATORS         1  2  3  4  5  6  7        1  2  3  4  5  6  7        75 80 85 90 95+
OF LEARNING IN POSTSECONDARY EDUCATION WILL        ALL    -  -  -  (  M  )  -        -  -  -  (  M  )  -        -  (M )  -  -
INCREASE.                                          FED          -  - (M  )  -           -  -  (  M  )  -
                                                   STA             (  M  )  -           -  -  (  M  )  -        -  (M )  -  -
      CONSISTENT                                   ADM    -  -  -  (  M  )  -        -  -  -  (  M) -  -        -  (M )  -  -
                                                   FAC       -  -  -  (  M) -        -  -  -  (  M  )  -        -  (M )  -
                                                   EDA             -  (  M) -              -  (  M  )           -  (M)
                                                   STU             -  (  M) -           -  -  (  M  )           -  (M) -
                                                   ALL  ME5.2 SD1.0  .87 OF 336    ME4.7 SD1.2  .80 OF 338    ED=81  .76 OF 186
                                                   FED  ME5.4 SD1.1  .63 OF  11    ME5.0 SD1.4  .72 OF  11    ED=83 1.00 OF   3
                                                   STA  ME5.3 SD1.0  .86 OF  43    ME4.8 SD1.2  .81 OF  43    ED=82  .90 OF  22
                                                   ADM  ME5.1 SD1.0  .91 OF 177    ME4.6 SD1.2  .60 OF 178    ED=82  .74 OF  99
                                                   FAC  ME5.5 SD1.3  .64 OF  28    ME4.5 SD1.4  .78 OF  28    ED=81  .81 OF  16
                                                   EDA  ME5.7 SD .8  .75 OF  12    ME4.7 SD .9  .91 OF  12    ED=79  .80 OF   5
                                                   STU  ME5.5 SD1.0  .64 OF  14    ME4.7 SD1.1  .85 OF  14    ED=79  .70 OF  10

65.  POSTSECONDARY EDUCATORS WILL INCREASINGLY            1  2  3  4  5  6  7        1  2  3  4  5  6  7        75 80 85 90 95+
RESIST CHANGE IN POSTSECONDARY EDUCATION.          ALL    -  -  -  (  M  )  -        -  (  M  -  )  -  -        (M )  -  -  -
                                                   FED    -  -  -  -  (  M) -        -  (  M  -  )  -  -
                                                   STA       -  -  (  M  )  -        -  - (M  -  )  -  -        (M )  -  -
    INCONSISTENT                                   ADM    -  -  -  (  M  )  -        -  (  -  M  )  -  -        (M )  -  -  -
                                                   FAC       -  -  (  M  )  -        -  (  -  M  )  -  -        (M )  -
                                                   EDA          -  -  (  M)          -  (  M  )  -  -
                                                   STU       -  -  - (M  -  )           (  M  )  -              (M )
                                                   ALL  ME4.9 SD1.4  .76 OF 334    ME3.6 SD1.5  .83 OF 337    ED=76  .88 OF 134
                                                   FED  ME5.1 SD1.8  .72 OF  11    ME3.5 SD2.1  .54 OF  11    ED=77  .66 OF   3
                                                   STA  ME4.9 SD1.3  .74 OF  43    ME3.6 SD1.3  .69 OF  43    ED=78  .87 OF  16
                                                   ADM  ME4.9 SD1.3  .82 OF 174    ME3.6 SD1.5  .84 OF 175    ED=77  .90 OF  75
                                                   FAC  ME5.1 SD1.5  .64 OF  28    ME3.5 SD1.5  .82 OF  28    ED=77  .92 OF  14
                                                   EDA  ME5.2 SD1.0  .75 OF  12    ME2.9 SD1.4  .75 OF  12    ED=78 1.00 OF   3
                                                   STU  ME5.4 SD1.3  .85 OF  14    ME3.1 SD1.0  .92 OF  14    ED=77 1.00 OF   6

66.  THE NUMBER OF PERSONS WORKING TOWARD A               1  2  3  4  5  6  7        1  2  3  4  5  6  7        75 80 85 90 95+
DEGREE WILL DECREASE.                              ALL    -  -  -  (  M  )  -        -  (  M  -  )  -  -
                                                   FED    -  -  (  -  -  M) -        - (M  )  -  -  -  -
                                                   STA       -  -  (  M) -  -        -  (  M  )  -  -
    INCONSISTENT                                   ADM    -  -  -  (  M  )  -        -  (  M  -  )  -  -
                                                   FAC       -  -  (  M  )  -        -  -  (  M) -  -
                                                   EDA             -  (  M) -        -  (  M  -  )  -  -
                                                   STU       -  -  (  M  )  -           (  -  M  -  )
                                                   ALL  ME4.9 SD1.2  .82 OF 318    ME3.4 SD1.6  .79 OF 328
                                                   FED  ME4.5 SD1.9  .72 OF  11    ME3.0 SD1.9  .54 OF  11
                                                   STA  ME4.8 SD .9  .74 OF  39    ME3.3 SD1.4  .72 OF  40
                                                   ADM  ME4.9 SD1.3  .80 OF 165    ME3.4 SD1.5  .81 OF 170
                                                   FAC  ME4.8 SD1.2  .82 OF  28    ME3.7 SD1.3  .55 OF  27
                                                   EDA  ME5.6 SD .8  .80 OF  10    ME3.2 SD1.8  .75 OF  12
                                                   STU  ME4.9 SD1.3  .71 OF  14    ME3.8 SD1.6 1.00 OF  14
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          PCT.                        FORCES PROMOTING THE CHANGE                                          FORCES HINDERING THE CHANGE
CHANGE SHOULD        FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRO              FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRO
STMT.  CHANGE   NUM   1     2     3     4     5     6     7     8     9      NUM       1     2     3     4     5     6     7     8     9      NUM

 64

GROUP
 ALL    95.9    172   4.2   7.7   3.5   2.8  32.2  34.3  11.9   3.5   0.0    143       2.7  12.5   4.5   1.8   7.1  57.1   6.3   1.8   6.3    112
 FED   100.0      4   0.0   0.0   0.0   0.0100.0   0.0   0.0   0.0   0.0      3       0.0   0.0   0.0   0.0   0.0100.0   0.0   0.0   0.0      2
 STA   100.0     22   0.0  10.5   5.3   5.3  26.3  31.6  15.8   5.3   0.0     19       0.0  12.5   6.3   0.0   6.3  62.5   6.3   0.0   6.3     16
 ADM    98.9     87   2.8   7.0   1.4   1.4  31.0  40.8  11.3   4.2   0.0     71       1.8  14.3   3.6   0.0  10.7  51.8   7.1   3.6   7.1     56
 FAC    89.5     19   0.0   5.9  11.8   0.0  35.3  29.4  17.6   0.0   0.0     17       0.0   7.1   7.1  14.3   7.1  50.0   7.1   0.0   7.1     14
 EDA    80.0      5   0.0  25.0   0.0   0.0   0.0  50.0  25.0   0.0   0.0      4      50.0   0.0  25.0   0.0   0.0   0.0  25.0   0.0   0.0      4
 STU    77.8      9   0.0   0.0   0.0   0.0  66.7  33.3   0.0   0.0   0.0      6       0.0  25.0   0.0   0.0   0.0  75.0   0.0   0.0   0.0      4



 65

GROUP
 ALL    10.7    168   2.3   9.9   6.9    .8   3.8  64.1   7.6   4.6   0.0    131       9.1  22.7   6.1   3.0  31.1  20.5   4.5   2.3    .8    132
 FED     0.0      5   0.0   0.0   0.0   0.0   0.0100.0   0.0   0.0   0.0      3      50.0  50.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      2
 STA     0.0     22   0.0  13.3   0.0   0.0   0.0  73.3  13.3   0.0   0.0     15       0.0  37.5  18.7   0.0  18.7  18.7   6.3   0.0   0.0     16
 ADM    16.5     85   1.5  10.3  11.8   0.0   4.4  60.3   4.4   7.4   0.0     68       7.5  20.9   4.5   4.5  31.3  23.9   4.5   3.0   0.0     67
 FAC    23.5     17   0.0   6.3   0.0   0.0   6.3  62.5  25.0   0.0   0.0     16      11.8  23.5   5.9   0.0  41.2  17.6   0.0   0.0   0.0     17
 EDA     0.0      4   0.0   0.0   0.0   0.0  25.0  75.0   0.0   0.0   0.0      4      25.0  25.0   0.0   0.0   0.0  50.0   0.0   0.0   0.0      4
 STU     0.0      9   0.0  33.3   0.0   0.0   0.0  50.0  16.7   0.0   0.0      6       0.0   0.0   0.0  20.0  80.0   0.0   0.0   0.0   0.0      5



 66

GROUP
 ALL     0.0      0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0       0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 FED     0.0      0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0       0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 STA     0.0      0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0       0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 ADM     0.0      0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0       0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 FAC     0.0      0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0       0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 EDA     0.0      0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0       0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 STU     0.0      0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0       0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
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                                                                                                            ---PAGE 23
                                                             QUESTION 1                  QUESTION 2                  QUESTION 3
                                                            ASSUMING THIS               WHAT IS THE LIKE-           IF YOU BELIEVE
    N = NONE                                                CHANGE WILL OCCUR,          LIHOOD THIS CHANGE          THIS CHANGE IS
    VG = VERY GREAT                                         WHAT WILL BE ITS            WILL OCCUR.                 LIKELY,WHEN
    I = IMPOSSIBLE                                          IMPACT.                                                 WILL IT OCCUR.
    VC = VIRTUALLY CERTAIN

                CHANGE STATEMENT                             N                VG         I                VC          BY 19--

67.  POSTSECONDARY EDUCATION WILL BE MORE READILY         1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
ACCESSIBLE TO ALL.                                  ALL          -  -  (  M) -        -  -  -  -  (  M) -      (M  )  -  -
                                                    FED                - (M) -                       (  M)     (M) -
                                                    STA             -  (  M) -           -  -  -  (  M) -       (  M) -
      CONSISTENT                                    ADM          -  -  (  M) -        -  -  -  -  (  M) -      (M  )  -  -
                                                    FAC          -  - (M  )  -              -  -  - (M  )      (M  )  -  -
                                                    EDA             -  (  M) -              -  -  -  (  M)     (M) -  -
                                                    STU             - (M  )  -                 (  -  M) -       (  M  )  -
                                                    ALL  ME5.6 SD .9  .78 OF 336    ME5.8 SD1.1  .65 OF 339    ED=78  .90 OF 216
                                                    FED  ME6.1 SD .7  .54 OF  11    ME6.5 SD .5 1.00 OF  11    ED=76  .80 OF   5
                                                    STA  ME5.6 SD .8  .80 OF  42    ME5.5 SD1.2  .67 OF  43    ED=78  .89 OF  28
                                                    ADM  ME5.6 SD .9  .77 OF 176    ME5.7 SD1.0  .68 OF 177    ED=78  .93 OF 110
                                                    FAC  ME5.3 SD1.0  .82 OF  28    ME6.0 SD1.0  .78 OF  28    ED=78  .95 OF  21
                                                    EDA  ME5.8 SD .8  .75 OF  12    ME6.2 SD1.1  .83 OF  12    ED=77  .71 OF   7
                                                    STU  ME5.4 SD .7  .65 OF  14    ME5.3 SD1.0  .92 OF  14    ED=80  .90 OF  11

68.  STUDENTS WILL PLAY A LARGER ROLE IN THE              1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
GOVERNANCE OF THEIR INSTITUTION.                    ALL    -  -  -  (  M  )  -        -  -  -  (  M  )  -
                                                    FED       -  -  (  M  )  -           -  (  -  M  )  -
                                                    STA       -  -  (  M) -  -              -  (  M) -  -
      CONSISTENT                                    ADM    -  -  -  (  M  )  -        -  -  -  (  M) -  -
                                                    FAC       -  (  M  )  -  -              -  (  M  )  -
                                                    EDA       -  - (M  -  )  -        -  -  (  -  M  )  -
                                                    STU             -  (  M)             -  -  (  M  )  -
                                                    ALL  ME4.8 SD1.2  .79 OF 328    ME4.6 SD1.3  .77 OF 330
                                                    FED  ME4.8 SD1.4  .72 OF  11    ME4.7 SD1.7  .72 OF  11
                                                    STA  ME4.6 SD1.1  .63 OF  41    ME4.6 SD1.1  .58 OF  41
                                                    ADM  ME4.8 SD1.3  .81 OF 170    ME4.5 SD1.2  .61 OF 170
                                                    FAC  ME4.4 SD1.3  .71 OF  28    ME4.8 SD1.2  .71 OF  28
                                                    EDA  ME4.6 SD1.6  .58 OF  12    ME4.4 SD1.8  .58 OF  12
                                                    STU  ME5.6 SD .6  .92 OF  14    ME4.9 SD1.5  .71 OF  14

69.  THE NUMBER OF STUDENTS INVOLVED IN CONTINUING        1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
EDUCATION THROUGHOUT THEIR LIFETIME WILL INCREASE   ALL          -  -  (  M) -           -  -  -  - (M  )      (M  )  -  -
(CAUSED BY RETRAINING, DROPPING IN AND OUT, ETC.).  FED             -  (  M) -                      (M  )       (  M) -
                                                    STA          -  -  (  M) -              -  -  - (M  )       (  M) -
      CONSISTENT                                    ADM             -  (  M) -           -  -  -  - (M  )      (M  )  -
                                                    FAC          -  -  (  M  )           -  -  -  - (M  )       (  M) -
                                                    EDA             - (M  -  )                 -  - (M  )      (M) -  -
                                                    STU          -  -  (  M) -              -  -  (  M  )      (M  )
                                                    ALL  ME5.7 SD .8  .78 OF 338    ME6.1 SD .9  .84 OF 340    ED=78  .88 OF 221
                                                    FED  ME5.6 SD .9  .72 OF  11    ME6.5 SD .5 1.00 OF  11    ED=79  .80 OF   5
                                                    STA  ME5.5 SD .8  .86 OF  43    ME6.1 SD .8  .86 OF  43    ED=78  .93 OF  30
                                                    ADM  ME5.8 SD .7  .85 OF 177    ME6.1 SD .8  .84 OF 179    ED=78  .87 OF 115
                                                    FAC  ME5.9 SD1.0  .92 OF  28    ME5.9 SD1.4  .75 OF  28    ED=79  .89 OF  19
                                                    EDA  ME5.6 SD1.0  .91 OF  12    ME6.2 SD .9  .83 OF  12    ED=77  .71 OF   7
                                                    STU  ME5.6 SD1.0  .78 OF  14    ME5.9 SD1.1  .92 OF  14    ED=77 1.00 OF  11
      PCT.                             FORCES PROMOTING THE CHANGE                                        FORCES HINDERING THE CHANGE
CHANGE SHOULD          FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRC               FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRG
STMT.  CHANGE   NUM     1    2    3    4    5    6    7    8    9     NUM          1    2    3    4    5    6    7    8    9      NUM

 67

GROUP
 ALL    96.6    177   48.4 24.8  1.3  2.6 11.8   .7 10.5  0.0  0.0    153          .8 25.6  5.0  5.8  2.5 16.5  9.1 27.3  7.4    121
 FED   100.0      5   80.0 20.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      5         0.0  0.0  0.0  0.0  0.0  0.0  0.0100.0  0.0      5
 STA    95.7     23   38.1 33.3  0.0  0.0 19.0  4.8  4.8  0.0  0.0     21         5.9 47.1  5.9  0.0  0.0 23.5  5.9  5.9  5.9     17
 ADM    95.6     90   46.7 25.3  2.7  2.7 10.7  0.0 12.0  0.0  0.0     75         0.0 24.6  4.9  1.6  4.9 18.0  8.2 31.1  6.6     61
 FAC   100.0     19   50.0 27.8  0.0  5.6  5.6  0.0 11.1  0.0  0.0     18         0.0 23.1 15.4 23.1  0.0  7.7  0.0 15.4 15.4     13
 EDA   100.0      5   50.0  0.0  0.0  0.0  0.0  0.0 50.0  0.0  0.0      4         0.0  0.0  0.0  0.0  0.0 33.3  0.0 33.3 33.3      3
 STU   100.0      9   57.1  0.0  0.0  0.0 28.6  0.0 14.3  0.0  0.0      7         0.0 40.0  0.0  0.0  0.0  0.0 40.0 20.0  0.0      5



 68

GROUP
 ALL     0.0      0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0         0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0
 FED     0.0      0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0         0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0
 STA     0.0      0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0         0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0
 ADM     0.0      0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0         0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0
 FAC     0.0      0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0         0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0
 EDA     0.0      0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0         0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0
 STU     0.0      0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0         0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0



 69

GROUP
 ALL    99.4    177   16.7  6.7  5.3 25.3 33.3  1.3 10.7   .7  0.0    150         0.0 29.7  7.9  5.0  6.9 20.8 10.9 11.9  6.9    101
 FED   100.0      5    0.0  0.0  0.0 50.0 50.0  0.0  0.0  0.0  0.0      4         0.0  0.0  0.0100.0  0.0  0.0  0.0  0.0  0.0      1
 STA   100.0     23   15.0 10.0 10.0 20.0 45.0  0.0  0.0  0.0  0.0     20         0.0 50.0  6.3  0.0  6.3 25.0 12.5  0.0  0.0     16
 ADM    98.9     90   13.3  5.3  1.3 26.7 37.3  1.3 13.3  1.3  0.0     75         0.0 26.0 12.0  0.0  6.0 28.0  6.0 16.0  6.0     50
 FAC   100.0     19   22.2 11.1 22.2 16.7 16.7  5.6  5.6  0.0  0.0     18         0.0  9.1  9.1 27.3  9.1  0.0  9.1  0.0 36.4     11
 EDA   100.0      5   33.3  0.0  0.0  0.0  0.0  0.0 66.7  0.0  0.0      3         0.0 50.0  0.0  0.0  0.0  0.0  0.0 50.0  0.0      2
 STU   100.0      9    0.0  0.0  0.0 42.9 57.1  0.0  0.0  0.0  0.0      7         0.0 20.0  0.0  0.0 20.0  0.0 40.0 20.0  0.0      5
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                                                                                                             ---PAGE 24
                                                             QUESTION 1                  QUESTION 2                  QUESTION 3
                                                            ASSUMING THIS               WHAT IS THE LIKE-           IF YOU BELIEVE
     N = NONE                                               CHANGE WILL OCCUR.          LIHOOD THIS CHANGE          THIS CHANGE IS
     VG = VERY GREAT                                        WHAT WILL BE ITS            WILL OCCUR.                 LIKELY,WHEN
     I = IMPOSSIBLE                                         IMPACT.                                                 WILL IT OCCUR.
     VC = VIRTUALLY CERTAIN

                CHANGE STATEMENT                            N                VG         I               VC            BY 19--

70.  LESS STUDENT HOUSING WILL BE PROVIDED BY               1  2  3  4  5  6  7         1  2  3  4  5  6  7       75 80 85 90 95+
POSTSECONDARY EDUCATION INSTITUTIONS.                ALL    -  -  -  (  M) -  -         -  -  -  -  (  M  )       (M  )  -  -
                                                     FED    -  -  (  -  M) -  -            -  -  -  (  -  M)      (M)
                                                     STA    -  -  -  (  M) -               -  -  (  M) -          (M  )  -
      CONSISTENT                                     ADM    -  -  -  (  M) -  -            -  -  -  (  M  )       (M  )  -  -
                                                     FAC       -  (  M  )  -  -                     -  - (M  )       (M) -
                                                     EDA          -  (  M  )  -                     -  (  M  )       (M) -
                                                     STU       -  (  -  M  )  -            -  -  (  -  M) -       (M) -  -
                                                     ALL  ME4.5 SD1.3  .58 OF 336     ME5.8 SD1.1  .91 OF 337     ED=77  .91 OF 213
                                                     FED  ME4.4 SD1.9  .54 OF  11     ME6.0 SD1.5  .90 OF  11     ED=75 1.00 OF   4
                                                     STA  ME4.3 SD1.2  .65 OF  43     ME5.8 SD .9  .69 OF  43     ED=77  .96 OF  26
                                                     ADM  ME4.5 SD1.3  .62 OF 176     ME5.8 SD1.0  .92 OF 176     ED=77  .91 OF 113
                                                     FAC  ME4.2 SD1.4  .67 OF  28     ME6.0 SD .8  .75 OF  28     ED=76  .71 OF  21
                                                     EDA  ME4.9 SD1.0  .83 OF  12     ME5.8 SD .9  .91 OF  12     ED=76  .85 OF   7
                                                     STU  ME4.6 SD1.4  .85 OF  14     ME5.0 SD1.4  .78 OF  14     ED=77  .66 OF   9

71.  INSTITUTIONS WILL COMPETE MORE FOR STUDENTS.           1  2  3  4  5  6  7         1  2  3  4  5  6  7       75 80 85 90 95+
                                                     ALL    -  -  -  (  M  )  -         -  -  -  (  M  )  -       (M  )  -  -  -
                                                     FED       -  -  -  (  M)                    (  M  )           (  M)
                                                     STA       -  -  (  M) -  -         -  -  - (M  )  -  -        (  M) -  -
      CONSISTENT                                     ADM    -  -  -  (  M  )  -            -  -  (  M  )  -       (M  )  -
                                                     FAC    -  -  -  (  M  )  -            -  -  (  M  )  -       (M  )  -  -  -
                                                     EDA             - (M  )  -               -  (  M  )  -        (  M)
                                                     STU       -  -  (  M) -  -         -  -  (  M  -  )  -        (  M  )  -
                                                     ALL  ME4.8 SD1.2  .82 OF 334     ME5.0 SD1.3  .78 OF 339     ED=77  .92 OF 193
                                                     FED  ME5.2 SD1.2  .81 OF  11     ME5.1 SD .8 1.00 OF  11     ED=78 1.00 OF   4
                                                     STA  ME4.6 SD1.2  .62 OF  43     ME4.5 SD1.4  .58 OF  43     ED=78  .86 OF  23
                                                     ADM  ME4.8 SD1.3  .80 OF 175     ME5.2 SD1.2  .80 OF 177     ED=77  .95 OF 105
                                                     FAC  ME4.8 SD1.4  .82 OF  28     ME4.8 SD1.3  .71 OF  28     ED=79  .88 OF  17
                                                     EDA  ME5.2 SD .9  .66 OF  12     ME5.1 SD1.2  .75 OF  12     ED=78 1.00 OF   6
                                                     STU  ME4.5 SD1.3  .61 OF  13     ME4.2 SD1.7  .78 OF  14     ED=80  .90 OF  10

72.  THE EASE OF TRANSFERABILITY OF CREDIT FROM             1  2  3  4  5  6  7         1  2  3  4  5  6  7       75 80 85 90 95+
ONE INSTITUTION TO ANOTHER WILL INCREASE.            ALL    -  -  -  (  M  )  -            -  -  -  (  M) -        (  M) -  -
                                                     FED               (M  )  -               -  -  (  M) -       (M) -
                                                     STA          -  - (M  )  -               -  -  (  M) -        (  M) -
      CONSISTENT                                     ADM    -  -  -  (  M  )  -            -  -  -  (  M) -        (  M) -  -
                                                     FAC          -  (  M) -  -                  -  (  M) -       (M  )  -
                                                     EDA             - (M  -  )                     - (M) -       (M  )  -  -
                                                     STU       -  -  (  M  )               -  -  -  (  M) -        (  M) -  -
                                                     ALL  ME5.[illegible] SD1.1  .85 OF 337     ME5.6 SD1.0  .76 OF 339     ED=79  .86 OF 218
                                                     FED  ME5.5 SD .7  .90 OF  11     ME5.5 SD1.1  .72 OF  11     ED=77  .60 OF   5
                                                     STA  ME5.3 SD .8  .79 OF  43     ME5.7 SD .9  .76 OF  43     ED=78  .93 OF  23
                                                     ADM  ME5.0 SD1.1  .86 OF 176     ME5.6 SD1.0  .75 OF 177     ED=79  .85 OF 112
                                                     FAC  ME4.8 SD1.1  .64 OF  28     ME5.7 SD .8  .78 OF  28     ED=76  .75 OF  21
                                                     EDA  ME5.4 SD1.0  .83 OF  12     ME5.8 SD .6  .66 OF  12     ED=79  .85 OF   7
                                                     STU  ME4.4 SD1.3  .78 OF  14     ME5.5 SD1.2  .78 OF  14     ED=81  .72 OF  11
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        PCT.                     FORCES PROMOTING THE CHANGE                                    FORCES HINDERING THE CHANGE
CHANGE SHOULD           FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRO                 FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRO
STMT.  CHANGE   NUM      1    2    3    4    5    6    7    8    9     NUM           1    2    3    4    5    6    7    8    9     NUM

 70

GROUP
 ALL    84.4    167     3.5 35.0   .7  2.1 42.7  0.0 14.0  1.4   .7    143         1.7  6.7  2.5  0.0 22.5  3.3 27.5 32.5  3.3    120
 FED    80.0      5    50.0 50.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      2         0.0  0.0  0.0  0.0100.0  0.0  0.0  0.0  0.0      1
 STA    77.3     22     0.0 55.6  0.0  0.0 27.8  0.0 16.7  0.0  0.0     18         0.0 11.8  5.9  0.0 29.4  0.0 35.3 17.6  0.0     17
 ADM    89.5     86     1.4 34.2  1.4  2.7 43.8  0.0 13.7  1.4  1.4     73         1.6  4.9  1.6  0.0 16.4  6.6 26.2 41.0  1.6     61
 FAC    88.2     17     5.6 33.3  0.0  0.0 55.6  0.0  5.6  0.0  0.0     18         6.7  6.7  6.7  0.0 13.3  0.0 26.7 20.0 20.0     15
 EDA   100.0      5     0.0  0.0  0.0  0.0 33.3  0.0 33.3 33.3  0.0      3         0.0  0.0  0.0  0.0  0.0  0.0100.0  0.0  0.0      1
 STU    37.5      8     0.0 28.6  0.0  0.0 14.3  0.0 57.1  0.0  0.0      7         0.0  0.0  0.0  0.0 71.4  0.0  0.0 28.6  0.0      7



 71

GROUP
 ALL    64.8    162     9.7  7.5   .7   .7 16.4  5.2 24.6 32.1  3.0    134         5.1 29.9  5.1   .9  5.1  7.7 25.6 18.8  1.7    117
 FED    50.0      4    50.0  0.0  0.0  0.0  0.0  0.0  0.0 50.0  0.0      2         0.0  0.0  0.0  0.0  0.0  0.0100.0  0.0  0.0      1
 STA    47.4     19     0.0  5.6  0.0  0.0  0.0 11.1 33.3 44.4  5.6     18         5.6 38.9  5.6  0.0 11.1  0.0 16.7 16.7  5.6     18
 ADM    69.4     85     8.8  8.8  0.0  1.5 20.6  4.4 29.4 25.0  1.5     68         6.7 30.0  3.3  1.7  3.3 10.0 25.0 18.3  1.7     60
 FAC    56.3     16     6.3 12.5  6.3  0.0 18.7 12.5 12.5 31.3  0.0     16         0.0 35.7  7.1  0.0  7.1 21.4 14.3 14.3  0.0     14
 EDA   100.0      4     0.0  0.0  0.0  0.0 33.3  0.0 33.3 33.3  0.0      3         0.0  0.0 33.3  0.0  0.0  0.0 33.3 33.3  0.0      3
 STU    62.5      8     0.0  0.0  0.0  0.0 20.0  0.0 20.0 60.0  0.0      5         0.0 25.0 25.0  0.0  0.0  0.0 50.0  0.0  0.0      4



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GROUP
 ALL    98.3    176     5.8 25.8 11.0  0.0 31.6  1.3 20.0  3.9   .6    155         0.0  2.9  3.7  0.0   .7 44.9 12.5 27.9  7.4    136
 FED   100.0      5    33.3 33.3  0.0  0.0  0.0  0.0 33.3  0.0  0.0      3         0.0  0.0  0.0  0.0  0.0  0.0  0.0100.0  0.0      3
 STA   100.0     23     4.5 40.9  4.5  0.0 27.3  0.0 22.7  0.0  0.0     22         0.0  5.0  5.0  0.0  0.0 45.0 20.0 10.0 15.0     20
 ADM    96.6     89     4.0 22.7 13.3  0.0 30.7  2.7 22.7  4.0  0.0     75         0.0  1.5  3.1  0.0  1.5 50.8  9.2 30.8  3.1     65
 FAC   100.0     19     0.0 26.3 10.5  0.0 42.1  0.0 15.8  5.3  0.0     19         0.0 12.5  0.0  0.0  0.0 31.3  6.3 31.3 18.7     16
 EDA   100.0      5    25.0 25.0  0.0  0.0  0.0  0.0 50.0  0.0  0.0      4         0.0  0.0 33.3  0.0  0.0 33.3  0.0  0.0 33.3      3
 STU   100.0      9     0.0  0.0 12.5  0.0 62.5  0.0 12.5 12.5  0.0      8         0.0  0.0  0.0  0.0  0.0 14.3 42.9 28.6 14.3      7
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                                                                                                          ---PAGE 25
                                                          QUESTION 1                  QUESTION 2                   QUESTION 3
                                                          ASSUMING THIS               WHAT IS THE LIKE-          IF YOU BELIEVE
    N = NONE                                              CHANGE WILL OCCUR,          LIHOOD THIS CHANGE         THIS CHANGE IS
    VG = VERY GREAT                                       WHAT WILL BE ITS            WILL OCCUR.                LIKELY,WHEN
    I = IMPOSSIBLE                                        IMPACT.                                                WILL IT OCCUR.
    VC = VIRTUALLY CERTAIN

                CHANGE STATEMENT                           N               VG          I                VC          BY 19--

73.  THE NUMBER OF COMMUTING STUDENTS ATTENDING            1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
INSTITUTIONS OF POSTSECONDARY EDUCATION WILL       ALL        -  -  (  M) -  -              -  -  (  M  )      (M  )  -
INCREASE.                                          FED              - (M  )  -                    -  (  M)
                                                   STA        -  -  (  M) -                       (  M) -      (M  )  -
      CONSISTENT                                   ADM        -  -  (  M) -  -              -  -  (  M) -      (M  )  -
                                                   FAC        -  -  (  M) -  -                    - (M  )      (M  )  -
                                                   EDA              - (M  )  -                 -  - (M  )      (M  )
                                                   STU        -  -  (  M  )                 -  - (M  )         (M  )
                                                   ALL  ME4.8 SD1.0  .70 OF 336     ME5.9 SD .9  .96 OF 338    ED=77  .95 OF 218
                                                   FED  ME5.4 SD .9  .72 OF  11     ME6.4 SD .8  .81 OF  11    ED=75 1.00 OF   3
                                                   STA  ME4.7 SD .9  .79 OF  43     ME5.9 SD .7  .79 OF  43    ED=77  .93 OF  29
                                                   ADM  ME4.9 SD1.0  .71 OF 176     ME5.9 SD .9  .70 OF 177    ED=77  .94 OF 114
                                                   FAC  ME4.8 SD1.2  .71 OF  28     ME6.0 SD .7  .75 OF  28    ED=77  .95 OF  22
                                                   EDA  ME5.1 SD .9  .66 OF  12     ME6.0 SD1.1  .75 OF  12    ED=76 1.00 OF   6
                                                   STU  ME4.5 SD1.4  .78 OF  14     ME5.1 SD1.0  .85 OF  14    ED=76 1.00 OF  10

74.  STUDENTS WILL INCREASINGLY ORGANIZE AND LOBBY         1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
TO PROMOTE STUDENT INTERESTS.                      ALL     -  -  -  (  M  )  -           -  -  (  M  )  -      (M  )  -  -  -
                                                   FED           -  (  -  M) -              -  (  M  )  -
                                                   STA        -  -  (  M) -  -              -  - (M  )  -      (M) -  -
      CONSISTENT                                   ADM     -  -  -  (  M  )  -           -  -  (  M  )  -      (M  )  -  -  -
                                                   FAC     -  -  -  (  M  )  -              -  (  M  )  -      (M  )  -  -  -
                                                   EDA        -  -  - (M  )  -              - (M  )  -  -
                                                   STU        -  -  - (M  )  -              -  (  M  )  -      (M) -  -
                                                   ALL  ME4.8 SD1.1  .84 OF 337     ME5.0 SD1.2  .78 OF 338    ED=77  .90 OF 185
                                                   FED  ME5.4 SD1.2  .72 OF  11     ME5.0 SD1.4  .63 OF  11    ED=78 1.00 OF   3
                                                   STA  ME4.8 SD1.0  .69 OF  43     ME5.3 SD .9  .74 OF  43    ED=76  .74 OF  27
                                                   ADM  ME4.8 SD1.1  .86 OF 176     ME5.0 SD1.2  .80 OF 176    ED=78  .88 OF  96
                                                   FAC  ME4.7 SD1.3  .82 OF  28     ME4.7 SD1.2  .67 OF  28    ED=79  .81 OF  16
                                                   EDA  ME4.9 SD1.2  .66 OF  12     ME4.4 SD1.2  .58 OF  12    ED=78 1.00 OF   3
                                                   STU  ME5.2 SD1.1  .78 OF  14     ME5.1 SD1.1  .78 OF  14    ED=77  .72 OF  11

75.  THE PROPORTION OF PART-TIME STUDENTS WILL             1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
INCREASE.                                          ALL     -  -  -  (  M  )  -           -  -  -  (  M) -      (M  )  -  -
                                                   FED           -  (  M) -  -              -  -  (  M  )      (M  )
                                                   STA           -  (  M  )                       (  M) -      (M) -  -
      CONSISTENT                                   ADM     -  -  -  (  M  )  -           -  -  -  (  M) -      (M  )  -  -
                                                   FAC        -  -  (  M) -  -                 -  (  M) -      (M  )  -
                                                   EDA              -  (  M) -                 -  - (M  )      (M  )
                                                   STU           -  (  M) -                 -  -  (  M) -      (M) -
                                                   ALL  ME4.9 SD1.0  .67 OF 336     ME5.8 SD .9  .75 OF 338    ED=77  .94 OF 214
                                                   FED  ME5.0 SD1.3  .54 OF  11     ME5.8 SD1.2  .90 OF  11    ED=76 1.00 OF   4
                                                   STA  ME4.7 SD1.0  .88 OF  42     ME5.9 SD .6  .85 OF  42    ED=76  .75 OF  23
                                                   ADM  ME5.0 SD1.0  .89 OF 176     ME5.8 SD .9  .77 OF 177    ED=77  .92 OF 113
                                                   FAC  ME4.8 SD1.1  .67 OF  28     ME5.7 SD .9  .67 OF  29    ED=77  .84 OF  19
                                                   EDA  ME5.4 SD .9  .75 OF  12     ME6.0 SD .8  .63 OF  12    ED=76 1.00 OF   6
                                                   STU  ME4.8 SD .8  .78 OF  14     ME5.6 SD1.0  .71 OF  14    ED=75  .90 OF  10
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         PCT.                           FORCES PROMOTING THE CHANGE                                          FORCES HINDERING THE CHANGE
CHANGE SHOULD            FED  STA  NGV  INC  STU  FAC  PUB  PRI  PRO                   FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRO
STMT.  CHANGE   NUM       1    2    3    4    5    6    7    8    9      NUM             1    2    3    4    5    6    7    8    9      NUM

 73

GROUP
 ALL    91.7    169     4.8 33.6   .7   .7 45.2  0.0 15.1  0.0  0.0     146              .9  8.3  3.7   .9  6.4  5.5 14.7 52.3  7.3     109
 FED   100.0      5     0.0 25.0  0.0  0.0 75.0  0.0  0.0  0.0  0.0       4             0.0  0.0  0.0  0.0  0.0  0.0  0.0100.0  0.0       1
 STA    95.5     22     0.0 40.0  0.0  0.0 45.0  0.0 15.0  0.0  0.0      20             0.0 18.7  0.0  0.0 18.7  0.0 31.3 25.0  6.3      16
 ADM    91.0     89     5.5 41.1  1.4  0.0 41.1  0.0 11.0  0.0  0.0      73             1.7  6.8  5.1  0.0  6.8  6.8  8.5 57.6  6.8      59
 FAC    93.8     16     0.0 26.7  0.0  0.0 46.7  0.0 26.7  0.0  0.0      15             0.0 16.7  0.0  8.3  0.0  8.3  8.3 33.3 25.0      12
 FDA   100.0      5    25.0  0.0  0.0  0.0  0.0  0.0 75.0  0.0  0.0       4             0.0  0.0  0.0  0.0  0.0  0.0  0.0100.0  0.0       4
 STU    77.8      9     0.0  0.0  0.0 16.7 66.7  0.0 16.7  0.0  0.0       6             0.0  0.0  0.0  0.0  0.0  0.0 50.0 50.0  0.0       2



 74

GROUP
 ALL    70.1    167      .7   .7  0.0  0.0 95.9  2.0   .7  0.0  0.0     147             3.1 34.4  3.8  2.3  1.5 32.8 17.6  2.3  2.3     131
 FED    50.0      4     0.0  0.0  0.0  0.0100.0  0.0  0.0  0.0  0.0       3             0.0 50.0  0.0  0.0  0.0  0.0 50.0  0.0  0.0       2
 STA    81.8     22     0.0  0.0  0.0  0.0100.0  0.0  0.0  0.0  0.0      20             0.0 23.5  5.9  5.9  0.0 41.2 17.6  0.0  5.9      17
 ADM    68.2     88     1.4  1.4  0.0  0.0 91.7  4.2  1.4  0.0  0.0      72             1.6 35.9  4.7  0.0  3.1 32.8 15.6  4.7  1.6      64
 FAC    62.5     16     0.0  0.0  0.0  0.0100.0  0.0  0.0  0.0  0.0      18             0.0 17.6  0.0  5.9  0.0 58.8 17.6  0.0  0.0      17
 FDA   100.0      5     0.0  0.0  0.0  0.0100.0  0.0  0.0  0.0  0.0       4            50.0 25.0  0.0  0.0  0.0 25.0  0.0  0.0  0.0       4
 STU    77.8      9     0.0  0.0  0.0  0.0100.0  0.0  0.0  0.0  0.0       7             0.0 50.0  0.0  0.0  0.0  0.0 50.0  0.0  0.0       6



 75

GROUP
 ALL    94.2    171     3.4  3.4  0.0 18.6 61.4   .7 10.3   .7  1.4     145             1.8  8.0  5.4  5.4  0.0 26.8 18.7 27.7  6.3     112
 FED   100.0      5     0.0  0.0  0.0 25.0 75.0  0.0  0.0  0.0  0.0       4             0.0  0.0  0.0 33.3  0.0  0.0 33.3 33.3  0.0       3
 STA   100.0     23     5.0 10.0  0.0 15.0 65.0  0.0  5.0  0.0  0.0      20             0.0 12.5  0.0  6.3  0.0 25.0 31.3 18.7  6.3      16
 ADM    95.4     87     2.9  2.9  0.0 21.4 62.9  0.0  8.6  1.4  0.0      70             3.7 11.1  9.3  3.7  0.0 25.9 14.8 24.1  7.4      54
 FAC    75.0     16     0.0  6.3  0.0  6.3 50.0  6.3 25.0  0.0  6.3      16             0.0  0.0  7.7  0.0  0.0 53.8  7.7 15.4 15.4      13
 FDA   100.0      5    25.0  0.0  0.0 25.0  0.0  0.0 50.0  0.0  0.0       4             0.0 33.3  0.0  0.0  0.0  0.0 33.3 33.3  0.0       3
 STU    88.9      9     0.0  0.0  0.0 28.6 57.1  0.0 14.3  0.0  0.0       7             0.0  0.0  0.0 20.0  0.0 20.0  0.0 60.0  0.0       5
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                                                                                                                 ---PAGE 26
                                                            QUESTION 1                 QUESTION 2                 QUESTION 3
                                                          ASSUMING THIS              WHAT IS THE LIKE-           IF YOU BELIEVE
     N = NONE                                             CHANGE WILL OCCUR,         LIHOOD THIS CHANGE          THIS CHANGE IS
     VG = VERY GREAT                                      WHAT WILL BE ITS           WILL OCCUR.                 LIKELY,WHEN
     I = IMPOSSIBLE                                       IMPACT.                                                WILL IT OCCUR.
     VC = VIRTUALLY CERTAIN

                CHANGE STATEMENT                          N                 VG        I                VC          BY 1)--

76.  SERVICES RENDERED TO STUDENTS (I.E.,                 1  2  3  4  5  6  7         1  2  3  4  5  6  7      75 80 85 90 95+
RECREATION,HEALTH,COUNSELING) WILL DECREASE.       ALL    -  -  - (M  )  -  -         -  -  (  M  )  -  -     (M  )  -  -  -
                                                   FED    -  -  (  M  )  -            -  -  - (M  )  -  -
                                                   STA       -  (  M  )  -               -  (  M  )  -        (M  )  -  -
      CONSISTENT                                   ADM    -  -  - (M  )  -  -         -  -  (  M  )  -  -     (M  )  -  -  -
                                                   FAC       -  -  (  M  )  -         -  (  -  M  )  -  -     (M  )  -  -  -
                                                   EDA          -  (  M  )               (  M  )  -  -         - (M)
                                                   STU       -  (  -  M  )               -  (  M  )  -  -     (M  -  )
                                                   ALL  ME4.3 SD1.2  .61 OF 334     ME4.0 SD1.4  .68 OF 339    ED=78  .94 OF 147
                                                   FED  ME3.9 SD1.4  .72 OF  11     ME4.5 SD1.7  .54 OF  11    ED=78 1.00 OF   2
                                                   STA  ME4.1 SD1.1  .68 OF  43     ME4.0 SD1.2  .81 OF  43    ED=78  .88 OF  17
                                                   ADM  ME4.3 SD1.2  .62 OF 174     ME4.2 SD1.4  .79 OF 177    ED=78  .84 OF  82
                                                   FAC  ME4.6 SD1.2  .75 OF  28     ME3.5 SD1.7  .78 OF  28    ED=80  .76 OF  13
                                                   EDA  ME4.6 SD1.0  .91 OF  12     ME3.4 SD1.4  .83 OF  12    ED=79  .75 OF   4
                                                   STU  ME4.4 SD1.3  .92 OF  14     ME3.8 SD1.4  .71 OF  14    ED=78 1.00 OF   6

77.  MORE HIGH SCHOOL GRADUATES WILL DELAY                1  2  3  4  5  6  7         1  2  3  4  5  6  7      75 80 85 90 95+
ENTRANCE TO POSTSECONDARY EDUCATION.               ALL    -  -  -  (  M) -  -         -  -  -  (  M) -  -      (  M) -  -  -
                                                   FED       -  -  (  M  )               -  -  (  M) -
                                                   STA       -  -  (  M) -               -  -  (  M) -  -     (M  )  -  -
      CONSISTENT                                   ADM    -  -  -  (  M  )  -         -  -  -  (  M) -  -      (  M) -  -  -
                                                   FAC          -  (  M  )            -  -  (  -  M) -         (  M  )  -  -
                                                   EDA       -  (  -  M  )  -         -  -  - (M  -  )
                                                   STU       -  (  -  M  )               -  (  -  M  )  -      (  M  )  -
                                                   ALL  ME4.7 SD1.1  .61 OF 335     ME4.6 SD1.3  .61 OF 337    ED=79  .82 OF 182
                                                   FED  ME4.9 SD1.2  .90 OF  11     ME4.7 SD1.2  .54 OF  11    ED=75 1.00 OF   3
                                                   STA  ME4.5 SD .9  .78 OF  42     ME4.8 SD1.1  .71 OF  42    ED=78  .82 OF  23
                                                   ADM  ME4.7 SD1.1  .85 OF 176     ME4.5 SD1.2  .64 OF 176    ED=79  .84 OF  96
                                                   FAC  ME4.9 SD1.0  .85 OF  28     ME4.2 SD1.3  .71 OF  28    ED=80  .85 OF  20
                                                   EDA  ME4.5 SD1.4  .83 OF  12     ME4.3 SD1.4  .75 OF  12    ED=78 1.00 OF   3
                                                   STU  ME4.6 SD1.5  .78 OF  14     ME4.6 SD1.5  .78 OF  14    ED=79  .87 OF   8

78.  A LARGER PROPORTION OF HIGH SCHOOL GRADUATES         1  2  3  4  5  6  7         1  2  3  4  5  6  7      75 80 85 90 95+
WILL ENTER POSTSECONDARY EDUCATION.                ALL    -  -  -  (  M  )  -         -  -  -  (  M  )  -     (M  )  -  -  -
                                                   FED             -  (  M) -               -  -  (  -  M) (M) -
                                                   STA          -  (  M) -  -               -  - (M  )  -     (M  )  -
      CONSISTENT                                   ADM    -  -  -  (  M  )  -         -  -  -  (  M  )  -     (M  )  -  -  -
                                                   FAC          -  (  M) -  -               -  (  M) -  -     (M  )  -
                                                   EDA       -  -  - (M  )  -                  -  (  M  )     (M  )
                                                   STU             (  M  )               -  -  (  M  )  -      (  M  )  -
                                                   ALL  ME4.9 SD1.0  .68 OF 336     ME5.1 SD1.2  .79 OF 339    ED=78  .90 OF 194
                                                   FED  ME5.8 SD .9  .63 OF  11     ME6.1 SD1.3  .90 OF  11    ED=77  .60 OF   5
                                                   STA  ME4.8 SD .9  .74 OF  43     ME5.1 SD .9  .69 OF  43    ED=78  .92 OF  25
                                                   ADM  ME4.9 SD1.0  .91 OF 176     ME5.0 SD1.2  .79 OF 177    ED=78  .90 OF 102
                                                   FAC  ME4.9 SD1.0  .71 OF  28     ME4.9 SD1.0  .71 OF  28    ED=77  .93 OF  16
                                                   EDA  ME4.9 SD1.4  .58 OF  12     ME5.8 SD .9  .91 OF  12    ED=77 1.00 OF   6
                                                   STU  ME5.1 SD .8 1.00 OF  14     ME4.7 SD1.4  .71 OF  14    ED=80  .80 OF  10
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        PCT.                            FORCES PROMOTING THE CHANGE                                  FORCES HINDERING THE CHANGE
CHANGE SHOULD            FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRC            FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRO
STMT.  CHANGE   NUM       1    2    3    4    5    6    7    8    9    NUM       1    2    3    4    5    6    7    8    9    NUM

 76

GROUP
 ALL    39.3    168       .8 59.8  2.3  1.5 15.9  3.0 11.4  4.5   .8   132      1.5  3.8  1.5  0.0 64.6  3.8 13.8  9.2  1.5   130
 FED    50.0      4      0.0 66.7  0.0  0.0 33.3  0.0  0.0  0.0  0.0     3      0.0  0.0  0.0  0.0100.0  0.0  0.0  0.0  0.0     2
 STA    47.6     21      0.0 73.3  0.0  0.0  0.0  0.0 26.7  0.0  0.0    15      0.0  0.0  0.0  0.0 93.8  0.0  0.0  0.0  6.3    16
 ADM    43.7     87      0.0 52.2  2.9  2.9 15.9  5.8 11.6  7.2  1.4    69      1.5  3.1  3.1  0.0 63.1  6.2 15.4  7.7  0.0    65
 FAC    35.3     17      0.0 71.4  0.0  0.0 21.4  0.0  0.0  7.1  0.0    14      0.0  7.7  0.0  0.0 53.8  0.0 15.4 15.4  7.7    13
 EDA    80.0      5      0.0 25.0 25.0  0.0 25.0  0.0 25.0  0.0  0.0     4      0.0  0.0  0.0  0.0 50.0  0.0 25.0 25.0  0.0     4
 STU     0.0      8      0.0 57.1  0.0  0.0 14.3  0.0 28.6  0.0  0.0     7      0.0 14.3  0.0  0.0 57.1  0.0 14.3 14.3  0.0     7



 77

GROUP
 ALL    71.6    169      6.0  6.8  5.3  6.8 69.9   .8  3.0   .8   .8   133      3.7  1.9  4.6 22.2  9.3 17.6 20.4 15.7  4.6   108
 FED    80.0      5     33.3  0.0  0.0  0.0 66.7  0.0  0.0  0.0  0.0     3      0.0  0.0  0.0 50.0  0.0  0.0  0.0 50.0  0.0     2
 STA    63.6     22     15.8 10.5 15.8  5.3 42.1  0.0 10.5  0.0  0.0    19      0.0  6.3 12.5 25.0 18.7 12.5  6.3  6.3 12.5    16
 ADM    71.8     85      3.0  7.6  3.0  7.6 74.2  0.0  3.0  0.0  1.5    66      5.5  1.8  3.6 20.0 10.9 20.0 20.0 18.2  0.0    55
 FAC    61.1     18      0.0  6.7 13.3 20.0 53.3  0.0  0.0  6.7  0.0    15      7.7  0.0  0.0 15.4  0.0 15.4 30.8 23.1  7.7    13
 EDA    25.0      4      0.0  0.0  0.0  0.0100.0  0.0  0.0  0.0  0.0     2      0.0  0.0  0.0 50.0  0.0  0.0 50.0  0.0  0.0     2
 STU    88.9      9     16.7  0.0  0.0  0.0 83.3  0.0  0.0  0.0  0.0     6      0.0  0.0  0.0 33.3  0.0  0.0 33.3  0.0 33.3     3



 78

GROUP
 ALL    89.0    173     19.6 15.2  1.4 14.5 30.4   .7 14.5  2.2  1.4   138      5.6 37.0  6.5 10.2  6.5 13.9  5.6 12.0  2.8   108
 FED   100.0      5     33.3 33.3  0.0 33.3  0.0  0.0  0.0  0.0  0.0     3      0.0  0.0  0.0  0.0  0.0100.0  0.0  0.0  0.0     1
 STA    95.5     22     16.7 16.7  5.6 16.7 33.3  0.0 11.1  0.0  0.0    18      0.0 64.7  5.9  0.0  0.0 17.6 11.8  0.0  0.0    17
 ADM    86.7     90     14.3 12.9  0.0 17.1 31.4  1.4 20.0  1.4  1.4    70      8.6 39.7  6.9 10.3  8.6 10.3  0.0 12.1  3.4    58
 FAC    88.2     17     12.5 37.5  6.3  6.3 37.5  0.0  0.0  0.0  0.0    16      7.7 15.4  7.7  0.0  7.7 23.1  7.7 30.8  0.0    13
 EDA   100.0      5     25.0  0.0  0.0 25.0 25.0  0.0 25.0  0.0  0.0     4      0.0  0.0  0.0 50.0  0.0  0.0  0.0 50.0  0.0     2
 STU    87.5      8     20.0  0.0  0.0 20.0 20.0  0.0 20.0 20.0  0.0     5      0.0 20.0  0.0 20.0 20.0  0.0 20.0 20.0  0.0     5
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                                                           QUESTION I                 QUESTION 2                 QUESTION 3
                                                          ASSUMING THIS            WHAT IS THE LIKE-            IF YOU BELIEVE
     N = NONE                                             CHANGE WILL OCCUR.       LIHOOD THIS CHANGE           THIS CHANGE IS
     VG = VERY GREAT                                      WHAT WILL BE ITS         WILL OCCUR.                  LIKELY,WHEN
     I = IMPOSSIBLE                                       IMPACT.                                               WILL IT OCCUR.
     VC = VIRTUALLY CERTAIN

                CHANGE STATEMENT                          N                VG         I                VC          BY 19--

79.  MENS INSTITUTIONS AND WOMENS INSTITUTIONS            1  2  3  4  5  6  7         1  2  3  4  5  6  7        75 80 85 90 95+
WILL INCREASINGLY BECOME COEDUCATIONAL.            ALL    -  -  (  M  )  -  -              -  -  -  - (M  )      (M  )  -  -
                                                   FED       -  (  M) -  -  -              -  -  -  -  (  M)
                                                   STA       -  (  M  )  -  -              -  -  -  - (M) -      (M) -  -
      CONSISTENT                                   ADM    -  -  (  M  )  -  -              -  -  -  - (M  )      (M) -  -  -
                                                   FAC    -  -  - (M  )  -  -                       - (M  )      (M  )
                                                   EDA       -  (  M  -  )                          -  (  M)     (M  )
                                                   STU    -  (  M  -  )  -  -                    -  - (M  )      (M) -
                                                   ALL  ME4.0 SD1.3  .73 OF 336    ME6.0 SD .9  .78 OF 338    ED=77  .93 OF 214
                                                   FED  ME4.3 SD1.5  .63 OF  11    ME6.1 SD1.4  .81 OF  11    ED=75 1.00 OF   3
                                                   STA  ME4.1 SD1.2  .76 OF  43    ME5.9 SD1.0  .51 OF  43    ED=76  .77 OF  27
                                                   ADM  ME4.0 SD1.3  .75 OF 176    ME5.9 SD1.0  .75 OF 176    ED=77  .74 OF 113
                                                   FAC  ME4.1 SD1.3  .64 OF  28    ME6.3 SD .7  .85 OF  28    ED=77 1.00 OF  22
                                                   EDA  ME4.3 SD1.3  .91 OF  12    ME6.4 SD .6  .91 OF  12    ED=77 1.00 OF   6
                                                   STU  ME3.6 SD1.7  .78 OF  14    ME6.3 SD .8  .92 OF  14    ED=75  .90 OF  10

80.  ENROLLMENT LIMITS WILL INCREASINGLY BE PLACED        1  2  3  4  5  6  7         1  2  3  4  5  6  7        75 80 85 90 95+
ON POSTSECONDARY EDUCATION INSTITUTIONS.           ALL    -  -  -  (  M  )  -         -  -  -  (  M  )  -        (M  )  -  -  -
                                                   FED          -  (  -  M) -               -  -  (  M) -
                                                   STA          -  - (M  )  -            -  -  (  M  )  -        (M  )  -  -  -
      CONSISTENT                                   ADM    -  -  -  (  M  )  -         -  -  -  (  M  )  -        (M  )  -  -  -
                                                   FAC       -  -  - (M  )  -         -  -  -  (  M  )  -        (M) -
                                                   EDA          -  - (M) -  -            -  -  (  M  )  -        (M) -
                                                   STU       -  -  (  M  )  -               -  -  (  M) -        (M  )  -
                                                   ALL  ME5.0 SD1.2  .83 OF 334    ME5.0 SD1.3  .76 OF 336    ED=77  .91 OF 130
                                                   FED  ME5.2 SD1.3  .72 OF  11    ME5.5 SD1.1  .72 OF  11    ED=77  .66 OF   3
                                                   STA  ME5.1 SD .9  .76 OF  43    ME5.0 SD1.3  .76 OF  43    ED=77  .96 OF  25
                                                   ADM  ME4.9 SD1.3  .81 OF 175    ME4.9 SD1.4  .75 OF 175    ED=77  .91 OF  94
                                                   FAC  ME5.2 SD1.2  .60 OF  28    ME5.0 SD1.5  .71 OF  28    ED=76  .80 OF  20
                                                   EDA  ME5.0 SD1.1  .58 OF  12    ME4.9 SD1.3  .83 OF  12    ED=76  .80 OF   5
                                                   STU  ME4.7 SD1.3  .78 OF  14    ME5.6 SD1.0  .71 OF  14    ED=78  .90 OF  10

81.  THE ACTIVE INVOLVEMENT OF STUDENTS IN SOCIAL         1  2  3  4  5  6  7         1  2  3  4  5  6  7        75 80 85 90 95+
ISSUES WILL DECREASE.                              ALL    -  -  (  M  )  -  -         -  (  M  )  -  -  -
                                                   FED          (  M  )  -            -  (  M  -  )  -
                                                   STA       -  (  M  )  -            -  (  M  )  -  -
      CONSISTENT                                   ADM    -  -  (  M  )  -  -         -  (  M  )  -  -  -
                                                   FAC       -  (  M  )  -            -  (  M  )  -  -  -
                                                   EDA       -  -  (  M) -  -         -  (  M  )  -  -  -
                                                   STU       -  (  -  -  M) -         - (M  )  -  -  -
                                                   ALL  ME4.0 SD1.2  .75 OF 324    ME3.7 SD1.3  .78 OF 328
                                                   FED  ME4.3 SD1.1  .81 OF  11    ME3.5 SD1.6  .81 OF  11
                                                   STA  ME4.0 SD1.2  .73 OF  41    ME3.2 SD1.3  .75 OF  41
                                                   ADM  ME4.0 SD1.2  .80 OF 168    ME3.3 SD1.3  .76 OF 169
                                                   FAC  ME3.9 SD1.1  .77 OF  27    ME3.3 SD1.4  .77 OF  27
                                                   EDA  ME4.5 SD1.3  .66 OF  12    ME3.0 SD1.6  .75 OF  12
                                                   STU  ME4.8 SD1.6  .78 OF  14    ME2.4 SD1.1  .85 OF  14
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          PCT.                      FORCES PROMOTING THE CHANGE                                         FORCES HINDERING THE CHANGE
CHANGE SHOULD          FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRO                FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRO
STMT.  CHANGE  NUM      1     2     3     4     5     6     7     8     9     NUM          1     2     3     4     5     6     7     8     9     NUM


 79

GROUP
 ALL    89.3   169    19.2   6.2    .7    .7  42.5    .7   6.2  23.3    .7   146         0.0   3.4   4.3   0.0   4.3  11.1   4.3  63.2   9.4   117
 FED    75.0     4    25.0   0.0   0.0   0.0  50.0   0.0   0.0  25.0   0.0     4         0.0   0.0   0.0   0.0   0.0   0.0   0.0 100.0   0.0     3
 STA    90.5    21    11.1  11.1   0.0   0.0  44.4   5.6  11.1  16.7   0.0    18         0.0   7.7   7.7   0.0   0.0   0.0   7.7  76.9   0.0    13
 ADM    88.8    89    16.2   6.8   0.0   1.4  44.6   0.0   5.4  24.3   1.4    74         0.0   3.2   4.8   0.0   4.8  12.7   4.8  58.7  11.1    63
 FAC    93.3    15    23.5   0.0   0.0   0.0  47.1   0.0   5.9  23.5   0.0    17         0.0   0.0   7.1   0.0  14.3  21.4   0.0  35.7  21.4    14
 EDA   100.0     5    50.0   0.0   0.0   0.0  25.0   0.0   0.0  25.0   0.0     4         0.0   0.0   0.0   0.0   0.0   0.0   0.0 100.0   0.0     2
 STU    88.9     9     0.0   0.0   0.0   0.0  42.9   0.0  28.6  28.6   0.0     7         0.0   0.0   0.0   0.0   0.0   0.0   0.0 100.0   0.0     5



 80

GROUP
 ALL    72.1   172     3.4  70.3    .7   0.0   3.4   3.4  13.5   4.7    .7   148         5.7  11.4   2.1   0.0  22.1   8.6  40.7   6.4   2.9   140
 FED    60.0     5     0.0   0.0   0.0   0.0   0.0  66.7  33.3   0.0   0.0     3        33.3  66.7   0.0   0.0   0.0   0.0   0.0   0.0   0.0     3
 STA    76.2    21     0.0  73.7   0.0   0.0   5.3   5.3   5.3   5.3   5.3    19         5.3   5.3  10.5   0.0  21.1  21.1  36.8   0.0   0.0    19
 ADM    71.9    89     2.6  72.4   1.3   0.0   3.9   1.3  14.5   3.9   0.0    76         7.8  11.3   1.4   0.0  19.7   7.0  47.9   8.5   1.4    71
 FAC    70.6    17     5.9  76.5   0.0   0.0   5.9   0.0   5.9   5.9   0.0    17         0.0  21.4   0.0   0.0  35.7   0.0  35.7   0.0   7.1    14
 EDA    60.0     5     0.0  75.0   0.0   0.0   0.0   0.0  25.0   0.0   0.0     4        25.0   0.0   0.0   0.0   0.0   0.0  75.0   0.0   0.0     4
 STU    77.8     9     0.0  28.6   0.0   0.0   0.0   0.0  57.1  14.3   0.0     7        14.3  28.6   0.0   0.0  28.6   0.0   0.0  14.3  14.3     7



 81

GROUP
 ALL     0.0     0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0         0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0
 FED     0.0     0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0         0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0
 STA     0.0     0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0         0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0
 ADM     0.0     0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0         0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0
 FAC     0.0     0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0         0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0
 EDA     0.0     0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0         0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0
 STU     0.0     0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0         0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     0
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                                                                                                                  ---PAGE 28
                                                          QUESTION 1                  QUESTION 2                    QUESTION 3
                                                          ASSUMING THIS               WHAT IS THE LIKE-             IF YOU BELIEVE
   N = NONE                                               CHANGE WILL OCCUR,          LIHOOD THIS CHANGE            THIS CHANGE IS
   VG = VERY GREAT                                        WHAT WILL BE ITS            WILL OCCUR.                   LIKELY,WHEN
   I = IMPOSSIBLE                                         IMPACT.                                                   WILL IT OCCUR.
   VC = VIRTUALLY CERTAIN

            CHANGE STATEMENT                              N                 VG        I                 VC            BY 19--

82.  THE FEDERAL GOVERNMENT WILL MOVE TOWARD A            1  2  3  4  5  6  7         1  2  3  4  5  6  7           75 80 85 90 95+
MASTER PLAN FOR POSTSECONDARY EDUCATION.           ALL    -  -  -  -  (  M  )         -  -  -  (  M  )  -           - (M  )  -  -
                                                   FED                -  (  M)        -  (  M  -  -  )  -
                                                   STA       -  -  -  (  M) -            -  (  M  )  -  -           - (M  )  -  -
       CONSISTENT                                  ADM    -  -  -  -  (  M  )         -  -  -  (  M  )  -           - (M  )  -  -
                                                   FAC             -  -  (  M  )      -  -  -  ( . M) -  -          - (M) -  -  -
                                                   EDA                -  - (M) -         -  -  (  M) -                (M)
                                                   STU                - (M  )            -  (  -  M  )                (M  -  )
                                                   ALL  ME5.8 SD1.0  .91 OF 336     ME4.6 SD1.4  .69 OF 338      ED=82  .75 OF 185
                                                   FED  ME6.5 SD .7  .90 OF  11     ME3.9 SD2.1  .72 OF  11      ED=83  .66 OF   3
                                                   STA  ME5.5 SD .9  .79 OF  43     ME4.4 SD1.4  .67 OF  43      ED=82  .86 OF  22
                                                   ADM  ME5.9 SD1.0  .92 OF 175     ME4.7 SD1.3  .71 OF 177      ED=83  .77 OF 100
                                                   FAC  ME5.9 SD1.1  .88 OF  27     ME4.4 SD1.5  .55 OF  27      ED=82  .58 OF  17
                                                   EDA  ME5.8 SD .7  .75 OF  12     ME4.5 SD1.1  .66 OF  12      ED=80 1.00 OF   4
                                                   STU  ME6.0 SD .7  .78 OF  14     ME4.4 SD1.4  .85 OF  14      ED=83 1.00 OF  10

83.  USE OF NEW MANAGEMENT AND PLANNING TECHNIQUES        1  2  3  4  5  6  7         1  2  3  4  5  6  7           75 80 85 90 95+
IN POSTSECONDARY EDUCATION WILL INCREASE.          ALL       -  -  -  (  M) -            -  -  -  - (M  )           (M  )  -  -
                                                   FED                -  - (M) -                  -  - (M  )        (M  )
                                                   STA                -  (  M) -               -  -  - (M  )        (M  )  -
       CONSISTENT                                  ADM       -  -  -  (  M) -            -  -  -  - (M  )           (M  )  -  -
                                                   FAC       -  -  -  (  M) -                     -  - (M  )        (M  )  -
                                                   EDA                -  (  M) -               -  -  - (M  )         (  M)
                                                   STU                -  (  M) -                  -  (  M) -         (  M) -
                                                   ALL  ME5.7 SD1.0  .72 OF 335     ME6.1 SD .9  .84 OF 337      ED=77  .92 OF 219
                                                   FED  ME5.9 SD .8  .63 OF  11     ME6.2 SD .8  .90 OF  11      ED=76 1.00 OF   4
                                                   STA  ME5.7 SD .7  .83 OF  43     ME6.1 SD .8  .88 OF  43      ED=77  .93 OF  30
                                                   ADM  ME5.8 SD1.0  .69 OF 176     ME6.2 SD .9  .86 OF 177      ED=77  .92 OF 113
                                                   FAC  ME5.6 SD1.2  .62 OF  27     ME6.2 SD .8  .85 OF  27      ED=77  .95 OF  22
                                                   EDA  ME5.5 SD1.0  .66 OF  12     ME5.9 SD1.3  .75 OF  12      ED=78 1.00 OF   5
                                                   STU  ME5.5 SD .7  .84 OF  13     ME5.6 SD .8  .76 OF  13      ED=79  .81 OF  11

84.  ADMINISTRATORS WILL PLAY A LARGER ROLE IN THE        1  2  3  4  5  6  7         1  2  3  4  5  6  7           75 80 85 90 95+
GOVERNANCE OF THEIR INSTITUTIONS.                  ALL    -  -  -  (  M  )  -         -  -  -  (  M  )  -           (  M) -  -  -
                                                   FED             -  - (M  -  )      -  -  -  -  (  M) -
                                                   STA    -  -  -  (  M  )  -            -  -  (  M  )  -           (  M) -
       CONSISTENT                                  ADM    -  -  -  (  M  )  -         -  -  -  (  M  )  -           (  M) -  -
                                                   FAC    -  -  -  (  M  )  -         -  -  -  (  M  )  -           (  M) -  -  -
                                                   EDA             -  (  M) -  -         -  - (M  )  -              (  M)
                                                   STU       -  -  (  M  )  -            -  -  (  M) -              - (M  )
                                                   ALL  ME4.8 SD1.2  .82 OF 334     ME4.6 SD1.4  .70 OF 337      ED=79  .86 OF 175
                                                   FED  ME5.3 SD1.2  .80 OF  10     ME5.2 SD1.7  .63 OF  11      ED=75 1.00 OF   3
                                                   STA  ME4.8 SD1.3  .86 OF  43     ME5.0 SD1.5  .69 OF  43      ED=78  .95 OF  24
                                                   ADM  ME4.9 SD1.2  .82 OF 174     ME4.6 SD1.4  .70 OF 175      ED=79  .85 OF  94
                                                   FAC  ME4.8 SD1.4  .77 OF  27     ME5.0 SD1.6  .70 OF  27      ED=80  .82 OF  17
                                                   EDA  ME4.8 SD1.0  .75 OF  12     ME4.0 SD1.2  .66 OF  12      ED=78 1.00 OF   4
                                                   STU  ME4.6 SD1.2  .78 OF  14     ME4.6 SD1.0  .71 OF  14      ED=81  .87 OF [illegible]
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          PCT.                        FORCES PROMOTING THE CHANGE                                        FORCES HINDERING THE CHANGE
CHANGE SHOULD              FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRC                FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRC
STMT.  CHANGE    NUM        1     2     3     4     5     6     7     8     9     NUM          1     2     3     4     5     6     7     8     9     NUM


 82

GROUP
 ALL    48.8     168      95.3   2.7    .7   0.0   0.0   0.0   0.0   1.3   0.0    149          1.4  24.8   7.1   2.1   0.0  14.9  26.2  20.6   2.8    141
 FED    40.0       5      75.0   0.0   0.0   0.0   0.0   0.0   0.0  25.0   0.0      4          0.0  25.0   0.0   0.0   0.0   0.0  25.0  50.0   0.0      4
 STA    47.6      21      90.0   5.0   0.0   0.0   0.0   0.0   0.0   5.0   0.0     20         10.5  36.8   0.0   0.0   0.0  10.5  31.6   5.3   5.3     19
 ADM    48.2      85      97.3   2.7   0.0   0.0   0.0   0.0   0.0   0.0   0.0     74          0.0  20.3   7.2   2.9   0.0  20.3  27.5  21.7   0.0     69
 FAC    26.3      19      94.4   0.0   5.6   0.0   0.0   0.0   0.0   0.0   0.0     19          0.0  17.6   5.9   0.0   0.0   5.9  23.5  41.2   5.9     17
 EDA   100.0       4     100.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      3          0.0   0.0   0.0   0.0   0.0  33.3  66.7   0.0   0.0      3
 STU    75.0       8     100.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      7          0.0  50.0  16.7   0.0   0.0   0.0  16.7  16.7   0.0      6



 83

GROUP
 ALL    97.1     174      21.8  51.7   7.5   4.1   0.0    .7   9.5   2.7   2.0    147          0.0   2.2   2.2   0.0   0.0  72.6  12.6   9.6    .7    135
 FED   100.0       5      33.3  66.7   0.0   0.0   0.0   0.0   0.0   0.0   0.0      3          0.0   0.0   0.0   0.0   0.0  66.7   0.0  33.3   0.0      3
 STA    95.7      23      21.1  52.6   5.3   0.0   0.0   0.0  15.8   0.0   5.3     19          0.0   5.6   0.0   0.0   0.0  77.8  16.7   0.0   0.0     18
 ADM    98.9      88      24.3  47.3  10.8   2.7   0.0   1.4   8.1   4.1   1.4     74          0.0   0.0   1.4   0.0   0.0  73.9  13.0  10.1   1.4     69
 FAC    88.9      18       0.0  81.3   0.0  12.5   0.0   0.0   6.3   0.0   0.0     16          0.0   0.0   6.3   0.0   0.0  81.3   6.3   6.3   0.0     16
 EDA   100.0       5      50.0  25.0   0.0   0.0   0.0   0.0  25.0   0.0   0.0      4          0.0  33.3   0.0   0.0   0.0  66.7   0.0   0.0   0.0      3
 STU    88.9       9      14.3  14.3  14.3   0.0   0.0   0.0  42.9  14.3   0.0      7          0.0  20.0   0.0   0.0   0.0   0.0  40.0  40.0   0.0      5



 84

GROUP
 ALL    79.9     169       6.1  48.9   6.9   2.3    .8   1.5  26.7   5.3   1.5    131          1.4   9.4   0.0   0.0   5.8  80.4   1.4   1.4   0.0    138
 FED   100.0       5       0.0   0.0   0.0   0.0  50.0   0.0  50.0   0.0   0.0      2          0.0  66.7   0.0   0.0   0.0  33.3   0.0   0.0   0.0      3
 STA    90.5      21       5.3  31.6   5.3   0.0   0.0   5.3  47.4   0.0   5.3     19          0.0  15.8   0.0   0.0   5.3  78.9   0.0   0.0   0.0     19
 ADM    82.8      87       7.6  57.6   6.1   1.5   0.0   1.5  21.2   3.0   1.5     66          0.0   4.3   0.0   0.0   4.3  90.0   1.4   0.0   0.0     70
 FAC    61.1      18       0.0  53.3   0.0   6.7   0.0   0.0  26.7  13.3   0.0     15          0.0   7.1   0.0   0.0  14.3  78.6   0.0   0.0   0.0     14
 EDA    75.0       4      33.3  33.3   0.0   0.0   0.0   0.0  33.3   0.0   0.0      3          0.0   0.0   0.0   0.0  33.3  66.7   0.0   0.0   0.0      3
 STU    44.4       9       0.0  20.0   0.0   0.0   0.0   0.0  80.0   0.0   0.0      5         14.3  28.6   0.0   0.0   0.0  42.9   0.0  14.3   0.0      7
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                                                                                                                           ---PAGE 29
                                                                QUESTION 1                    QUESTION 2                    QUESTION 3
                                                               ASSUMING THIS                 WHAT IS THE LIKE-             IF YOU BELIEVE
     N = NONE                                                  CHANGE WILL OCCUR,            LIHOOD THIS CHANGE            THIS CHANGE IS
     VG = VERY GREAT                                           WHAT WILL BE ITS              WILL OCCUR.                   LIKELY,WHEN
     I = IMPOSSIBLE                                            IMPACT.                                                     WILL IT OCCUR.
     VC = VIRTUALLY CERTAIN

                 CHANGE STATEMENT                                       N                VG         I                 VC           BY 19--

85.  STATE-LEVEL AGENCIES WILL HAVE INCREASED                           1  2  3  4  5  6  7        1  2  3  4  5  6  7        75 80 85 90 95+
CONTROL OVER POSTSECONDARY EDUCATION.                    ALL    -  -  -  -  (  M) -           -  -  -  (  M) -       (M  )  -  -
                                                         FED             -  (  M) -                    - (M) -       (M) -
                                                         STA          -  - (M  )  -           -  -  -  (  M) -       (M  )  -
       CONSISTENT                                        ADM       -  -  -  (  M) -           -  -  -  (  M) -       (M  )  -  -
                                                         FAC    -  -  -  -  (  M) -                 -  - (M  )       (M  )  -
                                                         EDA                - (M) -              -  -  - (M  )       (M  )
                                                         STU          -  - (M  )              -  -  (  M  )           (  M  )
                                                         ALL  ME5.5 SD1.0  .76 OF 336     ME5.6 SD1.1  .72 OF 337    ED=77  .92 OF 213
                                                         FED  ME5.5 SD1.0  .63 OF  11     ME6.0 SD .6  .63 OF  11    ED=76  .80 OF   5
                                                         STA  ME5.4 SD1.0  .79 OF  43     ME5.8 SD1.0  .74 OF  43    ED=77  .93 OF  30
                                                         ADM  ME5.6 SD1.0  .75 CF 176     ME5.6 SD1.1  .72 OF 176    ED=77  .94 OF 108
                                                         FAC  ME5.5 SD1.2  .69 OF  26     ME6.0 SD .8  .88 OF  26    ED=77  .95 OF  21
                                                         EDA  ME6.1 SD .5  .75 OF  12     ME5.9 SD1.0  .83 OF  12    ED=77 1.00 OF   6
                                                         STU  ME5.2 SD .9  .85 OF  14     ME4.6 SD1.2  .78 OF  14    ED=81 1.00 OF   9

86.  AN INCREASED PROPORTION OF ADMINISTRATIVE                          1  2  3  4  5  6  7        1  2  3  4  5  6  7        75 80 85 90 95+
PERSONNEL WILL BE RECRUITED FROM NONACADEMIC             ALL    -  -  -  (  M  )  -        -  -  -  (  M  )  -        (  M) -  -  -
SOURCES (E.G., BUSINESS, GOVERNMENT).                    FED       -  -  (  M  )  -              -  (  M  )          (M)
                                                         STA       -  -  (  M) -  -              -  (  M  )  -        - (M) -  -
       CONSISTENT                                        ADM    -  -  -  (  M  )  -        -  -  -  (  M  )  -        (  M) -  -  -
                                                         FAC       -  -  (  M  )  -              -  (  M  )  -        (  M) -
                                                         EDA          - (M  )  -                 (  M  )  -
                                                         STU       -  (  -  M  )  -              -  (  M) -           -  (  M) -
                                                         ALL  ME4.8 SD1.2  .83 OF 337     ME4.8 SD1.2  .82 OF 338    ED=80  .78 OF 184
                                                         FED  ME4.9 SD1.3  .81 OF  11     ME5.1 SD1.0  .90 CF  11    ED=75 1.00 OF   4
                                                         STA  ME4.7 SD1.2  .65 OF  43     ME5.0 SD1.0  .90 OF  43    ED=80  .60 OF  23
                                                         ADM  ME4.9 SD1.1  .86 OF 176     ME4.8 SD1.3  .80 OF 176    ED=80  .79 OF  99
                                                         FAC  ME5.3 SD1.1  .85 OF  27     ME5.0 SD1.1  .81 CF  27    ED=78  .88 OF  17
                                                         EDA  ME4.3 SD1.0  .58 OF  12     ME4.2 SD1.1  .83 OF  12    ED=78 1.00 OF   3
                                                         STU  ME4.4 SD1.4  .78 OF  14     ME4.4 SD .9  .71 OF  14    ED=83  .77 OF   9

87.  POSTSECONDARY EDUCATION WILL BE THE TOPIC OF                       1  2  3  4  5  6  7        1  2  3  4  5  6  7        75 80 85 90 95+
MORE RESEARCH AND DEVELOPMENT ACTIVITIES.                ALL       -  -  (  M  )  -        -  -  -  - (M  )  -        (  M) -  -  -
                                                         FED             (  M  )  -                    - (M) -        (  M)
                                                         STA       -  -  (  M) -  -              -  (  M  )  -        (  M) -
       CONSISTENT                                        ADM       -  -  (  M  )  -        -  -  -  - 'M  )  -        (  M) -  -  -
                                                         FAC       -  -  - (M  )  -              -  -  (  M) -        (  M) -
                                                         EDA          -  (  M) -  -              -  (  M  )  -       (M  )  -
                                                         STU       -  -  (  M  )                    -  (  M) -        (  M) -
                                                         ALL  ME4.8 SD1.1  .81 OF 336     ME5.3 SD1.1  .67 CF 337    ED=78  .89 OF 201
                                                         FED  ME5.5 SD1.2  .72 OF  11     ME6.1 SD .7  .54 OF  11    ED=78 1.00 OF   6
                                                         STA  ME4.7 SD1.1  .72 CF  43     ME5.2 SD1.1  .86 OF  43    ED=78  .95 OF  24
                                                         ADM  ME4.8 SD1.1  .82 CF 176     ME5.3 SD1.1  .68 OF 176    ED=79  .87 OF 104
                                                         FAC  ME5.0 SD1.3  .65 OF  26     ME5.3 SD1.1  .69 OF  26    ED=79  .80 OF  20
                                                         EDA  ME4.8 SD1.1  .75 OF  12     ME5.1 SD1.1  .83 OF  12    ED=78  .75 OF   4
                                                         STU  ME4.6 SD1.3  .78 OF  14     ME5.4 SD1.0  .64 OF  14    ED=78  .90 OF  11
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          PCT.                    FORCES PROMOTING THE CHANGE                                         FORCES HINDERING THE CHANGE
CHANGE SHOULD         FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRO              FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRO
STMT.  CHANGE  NUM     1     2     3     4     5     6     7     8     9     NUM          1     2     3     4     5     6     7     8     9     NUM

 85

GROUP
 ALL    47.4   173    .6  95.5   2.6   0.0   0.0    .6   0.0    .6   0.0    154        2.7   2.0    .7   0.0    .7  35.1  33.1  23.0   2.7    148
 FED    60.0     5   0.0100.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      4       25.0   0.0   0.0   0.0   0.0   0.0  25.0  50.0   0.0      4
 STA    73.9    23   0.0100.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0     21        5.0   5.0   0.0   0.0   0.0  20.0  45.0  20.0   5.0     20
 ADM    40.4    89   1.3  96.2   2.6   0.0   0.0   0.0   0.0   0.0   0.0     78        0.0   0.0   1.4   0.0   0.0  36.5  35.1  24.3   2.7     74
 FAC    29.4    17   0.0  88.9   5.6   0.0   0.0   5.6   0.0   0.0   0.0     18        0.0   6.3   0.0   0.0   0.0  37.5  25.0  31.3   0.0     16
 EDA   100.0     5   0.0100.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      4        0.0   0.0   0.0   0.0   0.0  50.0  50.0   0.0   0.0      4
 STU    33.3     9   0.0  83.3  16.7   0.0   0.0   0.0   0.0   0.0   0.0      6       33.3   0.0   0.0   0.0   0.0  16.7  33.3  16.7   0.0      6


 86

GROUP
 ALL    71.8   163   2.3  35.6   9.1  19.7   2.3   0.0  18.2  12.1    .8    132        0.0   2.2   3.0   0.0   1.5  77.6   9.7   4.5   1.5    134
 FED   100.0     5  33.3  33.3   0.0   0.0   0.0   0.0  33.3   0.0   0.0      3        0.0   0.0   0.0   0.0   0.0  33.3   0.0  66.7   0.0      3
 STA    85.0    20   0.0  27.8  16.7  27.8   0.0   0.0  27.8   0.0   0.0     18        0.0   0.0   5.6   0.0   0.0  72.2  16.7   0.0   5.6     18
 ADM    70.2    84   1.5  34.8   6.1  19.7   1.5   0.0  16.7  19.7   0.0     66        0.0   2.9   2.9   0.0   1.4  80.0   8.6   2.9   1.4     70
 FAC    47.1    17   0.0  33.3  13.3  20.0  13.3   0.0   6.7  13.3   0.0     15        0.0   7.1   0.0   0.0   0.0  78.6   7.1   7.1   0.0     14
 EDA    75.0     4   0.0  33.3  33.3   0.0   0.0   0.0  33.3   0.0   0.0      3        0.0   0.0   0.0   0.0   0.0100.0   0.0   0.0   0.0      3
 STU    77.8     9   0.0  33.3  16.7   0.0   0.0   0.0  50.0   0.0   0.0      6        0.0   0.0   0.0   0.0   0.0  50.0  25.0  25.0   0.0      4


 87

GROUP
 ALL    91.2   170  46.5  14.1  12.7   2.8    .7   7.0  13.4   1.4   1.4    142        1.0  10.4   8.3   6.3   5.2  38.5  11.5  11.5   7.3     96
 FED   100.0     4 100.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      3        0.0   0.0   0.0   0.0   0.0100.0   0.0   0.0   0.0      1
 STA    95.0    20  44.4  16.7  16.7   0.0   0.0   0.0  11.1   5.6   5.6     18        6.7   6.7   6.7  13.3   0.0  46.7   6.7   0.0  13.3     15
 ADM    88.8    89  37.5  15.3  12.5   4.2   1.4   9.7  19.4   0.0   0.0     72        0.0  13.2   9.4   3.8   5.7  39.6   9.4  11.3   7.5     53
 FAC    94.4    18  56.3   6.3   6.3   0.0   0.0  12.5  12.5   6.3   0.0     16        0.0   0.0  18.2  18.2   9.1  27.3   0.0  27.3   0.0     11
 EDA    80.0     5  33.3  33.3   0.0   0.0   0.0  33.3   0.0   0.0   0.0      3        0.0   0.0   0.0   0.0  50.0   0.0  50.0   0.0   0.0      2
 STU    88.9     9  42.9   0.0  42.9   0.0   0.0   0.0  14.3   0.0   0.0      7        0.0   0.0   0.0   0.0   0.0   0.0  33.3  33.3  33.3      3
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                                                                                                              ---PAGE 30
                                                          QUESTION 1                QUESTION 2                QUESTION 3
                                                         ASSUMING THIS             WHAT IS THE LIKE-         IF YOU BELIEVE
     N = NONE                                            CHANGE WILL OCCUR,        LIHOOD THIS CHANGE        THIS CHANGE IS
     VG = VERY GREAT                                     WHAT WILL BE ITS          WILL OCCUR.               LIKELY,WHEN
     I = IMPOSSIBLE                                      IMPACT.                                             WILL IT OCCUR.
     VC = VIRTUALLY CERTAIN

                CHANGE STATEMENT                         N               VG        I               VC         BY 19--

88.  GOVERNMENTAL CONTROL OF PRIVATE INSTITUTIONS        1  2  3  4  5  6  7        1  2  3  4  5  6  7      75 80 85 90 95+
WILL INCREASE.                                    ALL    -  -  -  - (M  )  -        -  -  -  (  M  )  -      (  M) -  -  -
                                                  FED                (  M  )        -  (  -  -  -  M) -        (M)
                                                  STA       -  -  - (M  )  -           -  -  (  M) -  -      - (M) -
      CONSISTENT                                  ADM       -  -  - (M  )  -           -  -  (  M  )  -      (  M) -  -
                                                  FAC       -  -  (  M  )  -           -  -  (  M  )  -      (  M) -
                                                  EDA          -  -  (  M  )                 -  (  M)        (  M  )
                                                  STU             - (M  )  -           -  -  (  M  )  -        (M) -  -
                                                  ALL  ME5.3 SD1.1  .71 OF 336    ME4.8 SD1.3  .76 OF 338   ED=80  .85 OF 196
                                                  FED  ME6.0 SD .8 1.00 OF  10    ME4.6 SD2.1  .72 OF  11   ED=80 1.00 OF   4
                                                  STA  ME5.1 SD1.1  .69 OF  43    ME4.5 SD1.4  .53 OF  43   ED=80  .69 OF  26
                                                  ADM  ME5.3 SD1.0  .77 OF 176    ME4.8 SD1.3  .78 OF 176   ED=80  .83 OF 100
                                                  FAC  ME5.1 SD1.3  .77 OF  27    ME4.9 SD1.3  .74 OF  27   ED=78  .95 OF  20
                                                  EDA  ME5.5 SD1.3  .83 OF  12    ME5.7 SD .8  .75 OF  12   ED=79 1.00 OF   6
                                                  STU  ME5.1 SD .7  .78 OF  14    ME4.7 SD1.5  .71 OF  14   ED=82  .77 OF   9

89.  THE IN LOCO PARENTIS RESPONSIBILITY WILL            1  2  3  4  5  6  7        1  2  3  4  5  6  7      75 80 85 90 95+
BECOME LESS PREVALENT.                            ALL    -  -  (  M  )  -  -        -  -  -  -  - (M  )     (M) -  -  -  -
                                                  FED          -  (  M  )  -           -  -  -  - (M  )
                                                  STA    -  -  (  M  )  -  -              -  -  (  M  )     (M) -  -
      CONSISTENT                                  ADM    -  -  (  M  )  -  -              -  -  - (M  )     (M) -  -  -  -
                                                  FAC    -  -  - (M  )  -  -                 -  -  (  M)    (M) -
                                                  EDA          -  (  M) -                  -  -  -  (  M  )     (M  )
                                                  STU    -  -  (  M  )  -  -        -  -  -  -  - (M  )     (M) -
                                                  ALL  ME4.1 SD1.3  .78 OF 331    ME6.0 SD1.0  .79 OF 332   ED=76  .85 OF 213
                                                  FED  ME4.8 SD1.1  .80 OF  10    ME5.8 SD1.4  .80 OF  10   ED=75 1.00 OF   3
                                                  STA  ME3.9 SD1.4  .71 OF  42    ME5.8 SD1.1  .83 OF  42   ED=76  .86 OF  29
                                                  ADM  ME4.2 SD1.2  .78 OF 175    ME6.1 SD .9  .81 OF 175   ED=76  .82 OF 113
                                                  FAC  ME4.3 SD1.4  .65 OF  26    ME6.4 SD .9  .88 OF  26   ED=75  .95 OF  20
                                                  EDA  ME4.6 SD .8  .83 OF  12    ME5.7 SD1.4  .83 OF  12   ED=76 1.00 OF   6
                                                  STU  ME3.8 SD1.7  .61 OF  13    ME5.9 SD1.5  .84 OF  13   ED=76  .88 OF   9

90.  COORDINATION WITHIN POSTSECONDARY EDUCATION         1  2  3  4  5  6  7        1  2  3  4  5  6  7      75 80 85 90 95+
WILL INCREASE.                                    ALL       -  -  - (M  )  -           -  -  -  (  M) -     (M  )  -  -
                                                  FED                (  M) -              -  -  (  M) -
                                                  STA             -  (  M) -              -  -  (  M) -     (M  )  -
      CONSISTENT                                  ADM       -  -  - (M  )  -           -  -  -  (  M) -     (M  )  -  -
                                                  FAC       -  -  - (M  )  -                 -  (  M) -     (M  )  -
                                                  EDA             -  (  M) -              -  -  (  M  )      (  M)
                                                  STU       -  -  (  M  )  -              -  (  M  )         (  M) -
                                                  ALL  ME5.3 SD1.0  .78 OF 336    ME5.6 SD1.0  .71 OF 337   ED=78  .88 OF 208
                                                  FED  ME5.9 SD .8  .72 OF  11    ME5.5 SD1.4  .54 OF  11   ED=80  .66 OF   3
                                                  STA  ME5.5 SD .8  .83 OF  43    ME5.7 SD .9  .79 OF  43   ED=77  .93 OF  29
                                                  ADM  ME5.2 SD .9  .81 OF 175    ME5.6 SD1.0  .72 OF 175   ED=78  .90 OF 111
                                                  FAC  ME5.2 SD1.1  .70 OF  27    ME5.8 SD .9  .66 OF  27   ED=78  .89 OF  19
                                                  EDA  ME5.4 SD1.0  .58 OF  12    ME5.6 SD1.3  .83 OF  12   ED=78 1.00 OF   6
                                                  STU  ME4.9 SD1.3  .71 OF  14    ME4.9 SD1.0  .85 OF  14   ED=80  .66 OF   9
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CHANGE STMT.	PCT. SHOULD CHANGE	NUM	FORCES PROMOTING THE CHANGE										FORCES HINDERING THE CHANGE									
			FED 1	STA 2	NGV 3	IND 4	STU 5	FAC 6	PUB 7	PRI 8	PRC 9	NUM	FED 1	STA 2	NGV 3	IND 4	STU 5	FAC 6	PUB 7	PRI 8	PRO 9	NUM
88																						
GROUP																						
ALL	28.5	165	53.4	38.4	1.4	0.0	.7	0.0	2.1	3.4	.7	146	0.0	2.1	.7	.7	0.0	6.9	2.8	82.6	4.2	144
FED	20.0	5	50.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	4
STA	40.0	20	36.8	52.6	0.0	0.0	0.0	0.0	0.0	5.3	5.3	19	0.0	5.3	5.3	0.0	0.0	21.1	0.0	68.4	0.0	19
ADM	27.9	86	50.7	39.7	2.7	0.0	1.4	0.0	1.4	4.1	0.0	73	0.0	1.4	0.0	1.4	0.0	2.8	2.8	87.3	4.2	71
FAC	23.5	17	70.6	29.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	17	0.0	0.0	0.0	0.0	0.0	17.6	5.9	64.7	11.8	17
EDA	80.0	5	50.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4	0.0	0.0	0.0	0.0	0.0	0.0	25.0	75.0	0.0	4
STU	12.5	8	50.0	33.3	0.0	0.0	0.0	0.0	16.7	0.0	0.0	6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	7
89																						
GROUP																						
ALL	90.1	171	.7	2.1	0.0	0.0	80.7	4.1	10.3	2.1	0.0	145	.8	33.1	5.9	1.7	4.2	9.3	12.7	28.8	3.4	118
FED	66.7	3	0.0	0.0	0.0	0.0	50.0	50.0	0.0	0.0	0.0	2	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1
STA	90.9	22	0.0	0.0	0.0	0.0	68.4	10.5	21.1	0.0	0.0	19	0.0	43.8	12.5	6.3	12.5	6.3	6.3	6.3	6.3	16
ADM	91.0	89	0.0	2.7	0.0	0.0	90.4	1.4	5.5	0.0	0.0	73	1.6	28.6	4.8	1.6	0.0	9.5	15.9	33.3	4.8	63
FAC	83.3	18	0.0	5.9	0.0	0.0	76.5	0.0	11.8	5.9	0.0	17	0.0	28.6	7.1	0.0	14.3	14.3	14.3	21.4	0.0	14
EDA	100.0	5	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	4	0.0	25.0	0.0	0.0	0.0	0.0	25.0	50.0	0.0	4
STU	100.0	9	0.0	0.0	0.0	0.0	42.9	0.0	42.9	14.3	0.0	7	0.0	50.0	0.0	0.0	0.0	0.0	0.0	50.0	0.0	2
90																						
GROUP																						
ALL	98.3	174	12.3	69.9	3.4	0.0	1.4	0.0	8.9	3.4	.7	146	0.0	3.9	0.0	0.0	.8	31.5	29.1	29.9	4.7	127
FED	100.0	5	25.0	50.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0	4	0.0	0.0	0.0	0.0	0.0	0.0	33.3	66.7	0.0	3
STA	100.0	23	4.8	90.5	0.0	0.0	0.0	0.0	0.0	0.0	4.8	21	0.0	5.6	0.0	0.0	0.0	27.8	50.0	16.7	0.0	18
ADM	96.6	89	11.1	69.4	1.4	0.0	2.8	0.0	11.1	4.2	0.0	72	0.0	3.0	0.0	0.0	0.0	34.3	20.9	34.3	7.5	67
FAC	100.0	17	6.3	75.0	6.3	0.0	0.0	0.0	6.3	6.3	0.0	16	0.0	7.7	0.0	0.0	0.0	23.1	38.5	23.1	7.7	13
EDA	100.0	5	25.0	25.0	0.0	0.0	0.0	0.0	50.0	0.0	0.0	4	0.0	0.0	0.0	0.0	0.0	66.7	33.3	0.0	0.0	3
STU	100.0	9	28.6	0.0	28.6	0.0	0.0	0.0	28.6	14.3	0.0	7	0.0	16.7	0.0	0.0	0.0	16.7	33.3	33.3	0.0	6

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                                                                                                              ---PAGE 31
                                                          QUESTION 1                 QUESTION 2                 QUESTION 3
                                                         ASSUMING THIS              WHAT IS THE LIKE-         IF YOU BELIEVE
     N = NONE                                            CHANGE WILL OCCUR,         LIHOOD THIS CHANGE        THIS CHANGE IS
     VG = VERY GREAT                                     WHAT WILL BE ITS           WILL OCCUR.               LIKELY,WHEN
     I = IMPOSSIBLE                                      IMPACT.                                              WILL IT OCCUR.
     VC = VIRTUALLY CERTAIN

                CHANGE STATEMENT                         N                VG        I                VC         BY 19--

91.  THE DISTINCTION BETWEEN PUBLIC AND PRIVATE          1  2  3  4  5  6  7        1  2  3  4  5  6  7      75 80 85 90 95+
INSTITUTIONS WILL DIMINISH AT AN INCREASING RATE. ALL       -  -  (  M) -  -        -  -  -  (  M  )  -     - (M   )  -  -
                                                  FED          -  (  M  )                    - (M  )  -       (M) -
                                                  STA       -  - (M  )  -  -           -  -  (  M) -  -     - (M) -
      CONSISTENT                                  ADM       -  -  (  M) -  -        -  -  -  (  M  )  -     - (M   )  -  -
                                                  FAC       -  -  (  M  )  -           -  -  -  (  M) -     (  M) -  -
                                                  EDA       -  -  (  -  M) -           -  -  (  -  M) -     (  M)
                                                  STU          -  (  M) -                 -  (  -  M) -     - (M   )  -
                                                  ALL  ME4.7 SD1.1  .63 OF 334    ME4.9 SD1.3  .79 OF 336   ED=81  .68 OF 196
                                                  FED  ME4.9 SD1.1  .81 OF  11    ME5.4 SD .8  .81 OF  11   ED=81  .80 OF   5
                                                  STA  ME4.5 SD1.2  .65 OF  43    ME4.6 SD1.2  .62 OF  43   ED=80  .52 OF  25
                                                  ADM  ME4.8 SD1.0  .67 OF 175    ME4.8 SD1.3  .78 OF 175   ED=81  .71 OF 101
                                                  FAC  ME4.9 SD1.3  .74 OF  27    ME5.2 SD1.2  .74 OF  27   ED=79  .80 OF  20
                                                  EDA  ME5.0 SD1.6  .58 OF  12    ME5.1 SD1.5  .66 OF  12   ED=78 1.00 OF   5
                                                  STU  ME4.4 SD .9  .71 OF  14    ME5.2 SD1.2  .78 OF  14   ED=82  .80 OF  10

92.  PARTICIPATIVE DECISION MAKING WITHIN                1  2  3  4  5  6  7        1  2  3  4  5  6  7      75 80 85 90 95+
POSTSECONDARY EDUCATION INSTITUTIONS WILL         ALL    -  -  -  (  M) -  -        -  -  -  (  M  )  -     (  M) -  -  -
INCREASE.                                         FED          -  (  M) -  -              (  -  M) -
                                                  STA       -  -  - (M) -  -           -  -  (  M) -  -     (  M) -
      CONSISTENT                                  ADM       -  -  (  M) -  -        -  -  -  (  M  )  -     (  M) -  -
                                                  FAC       -  -  (  M) -                 -  (  M  )        (  M) -  -
                                                  EDA       -  -  (  M) -  -           -  -  (  M  )  -     - (M)
                                                  STU       -  -  (  M  )  -              - (M  -  )        -  (  M) -  -
                                                  ALL  ME4.8 SD1.1  .68 OF 332    ME4.7 SD1.1  .81 OF 332   ED=79  .81 OF 181
                                                  FED  ME4.9 SD1.1  .63 OF  11    ME4.5 SD1.1  .81 OF  11   ED=80  .66 OF   3
                                                  STA  ME4.8 SD1.1  .58 OF  41    ME4.7 SD1.1  .63 OF  41   ED=79  .85 OF  21
                                                  ADM  ME4.9 SD .9  .71 OF 174    ME4.8 SD1.2  .83 OF 174   ED=79  .81 OF  98
                                                  FAC  ME4.6 SD1.2  .59 OF  27    ME5.0 SD1.0  .88 OF  27   ED=79  .88 OF  18
                                                  EDA  ME4.6 SD1.2  .75 OF  12    ME4.8 SD1.4  .75 OF  12   ED=79  .80 OF   5
                                                  STU  ME4.9 SD1.4  .78 OF  14    ME4.5 SD1.0  .85 OF  14   ED=84  .75 OF   8

93.  THE NUMBER OF DEGREE GRANTING PRIVATE INSTI-        1  2  3  4  5  6  7        1  2  3  4  5  6  7      75 80 85 90 95+
TUTIONS WILL DECREASE.                            ALL    -  -  (  M  )  -  -        -  -  -  -  (  M) -
                                                  FED       - (M  -  -  )  -              -  -  (  M) -
                                                  STA       -  (  M  )  -  -           -  -  -  (  M) -
      CONSISTENT                                  ADM    -  -  (  M  )  -  -        -  -  -  -  (  M) -
                                                  FAC       -  (  M  )  -  -              -  -  (  M) -
                                                  EDA       -  - (M  )  -              -  -  -  - (M) -
                                                  STU       -  (  -  M  )  -           -  (  -  M  )  -
                                                  ALL  ME4.2 SD1.3  .74 OF 322    ME5.5 SD1.2  .69 OF 325
                                                  FED  ME4.1 SD1.7  .72 OF  11    ME5.7 SD1.1  .72 OF  11
                                                  STA  ME4.3 SD1.3  .77 OF  40    ME5.4 SD1.2  .75 OF  41
                                                  ADM  ME4.3 SD1.2  .76 OF 167    ME5.5 SD1.2  .70 OF 167
                                                  FAC  ME4.0 SD1.4  .66 OF  27    ME5.6 SD1.2  .59 OF  27
                                                  EDA  ME4.3 SD .9  .83 OF  12    ME5.7 SD1.3  .66 OF  12
                                                  STU  ME4.5 SD1.5  .78 OF  14    ME4.6 SD1.4  .85 OF  14
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        PCT.                     FORCES PROMOTING THE CHANGE                                       FORCES HINDERING THE CHANGE
CHANGE SHOULD           FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRO               FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRO
STMT.  CHANGE   NUM      1    2    3    4    5    6    7    8    9     NUM         1    2    3    4    5    6    7    8    9     NUM

 91

GROUP
 ALL    46.2    171     31.0 33.8  3.5   .7  1.4   .7 18.3  9.9   .7    142         .7  3.6  1.5  0.0   .7  3.6 15.3 72.3  2.2    137
 FED    25.0      4      0.0 50.0  0.0  0.0  0.0 25.0 25.0  0.0  0.0      4        0.0  0.0  0.0  0.0  0.0  0.0  0.0100.0  0.0      3
 STA    57.1     21     26.3 36.8 10.5  0.0  0.0  0.0 15.8 10.5  0.0     19        0.0  5.3  0.0  0.0  0.0  5.3 26.3 57.9  5.3     19
 ADM    44.3     88     28.6 32.9  4.3  0.0  2.9  0.0 21.4 10.0  0.0     70        1.4  0.0  1.4  0.0  0.0  1.4 15.9 79.7  0.0     69
 FAC    44.4     18     31.3 37.5  0.0  0.0  0.0  0.0 18.7  6.3  6.3     16        0.0  0.0  6.3  0.0  0.0 12.5 12.5 62.5  6.3     16
 EDA    80.0      5      0.0 50.0  0.0  0.0  0.0  0.0 50.0  0.0  0.0      4        0.0 25.0  0.0  0.0  0.0  0.0 25.0 50.0  0.0      4
 STU    44.4      9     28.6 42.9  0.0 14.3  0.0  0.0 14.3  0.0  0.0      7        0.0  0.0  0.0  0.0  0.0  0.0  0.0100.0  0.0      6



 92

GROUP
 ALL    84.2    165      2.9  6.5  2.2  0.0 24.5 54.0  6.5  2.9   .7    139        2.6 36.8  3.4   .9  0.0 17.9 25.6 10.3  2.6    117
 FED    80.0      5      0.0  0.0  0.0  0.0 66.7 33.3  0.0  0.0  0.0      3        0.0100.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      1
 STA    75.0     20      5.6 16.7  0.0  0.0 38.9 33.3  0.0  0.0  5.6     18        0.0 18.7 12.5  0.0  0.0 18.7 43.8  6.3  0.0     16
 ADM    82.4     85      4.3  4.3  1.4  0.0 18.8 59.4 10.1  1.4  0.0     69        3.4 42.4  1.7  0.0  0.0 15.3 23.7 10.2  3.4     59
 FAC    93.8     16      0.0  6.3  6.3  0.0 18.7 62.5  0.0  6.3  0.0     16        0.0 14.3  0.0  7.1  0.0 28.6 28.6 14.3  7.1     14
 EDA   100.0      5      0.0  0.0 25.0  0.0  0.0 50.0 25.0  0.0  0.0      4        0.0 66.7 33.3  0.0  0.0  0.0  0.0  0.0  0.0      3
 STU   100.0      9      0.0  0.0  0.0  0.0  0.0 66.7 16.7 16.7  0.0      6       16.7 16.7  0.0  0.0  0.0 16.7 50.0  0.0  0.0      6



 93

GROUP
 ALL     0.0      0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0        0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0
 FED     0.0      0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0        0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0
 STA     0.0      0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0        0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0
 ADM     0.0      0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0        0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0
 FAC     0.0      0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0        0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0
 EDA     0.0      0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0        0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0
 STU     0.0      0      0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0        0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0
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                                                                                                                ---PAGE 32
                                                           QUESTION 1                 QUESTION 2                 QUESTION 3
                                                          ASSUMING THIS             WHAT IS THE LIKE-           IF YOU BELIEVE
     N = NONE                                             CHANGE WILL OCCUR,        LIHOOD THIS CHANGE          THIS CHANGE IS
     VG = VERY GREAT                                      WHAT WILL BE ITS          WILL OCCUR.                 LIKELY,WHEN
     I = IMPOSSIBLE                                       IMPACT.                                               WILL IT OCCUR.
     VC = VIRTUALLY CERTAIN

                CHANGE STATEMENT                        N                   VG       I                VC         BY 19--

94.  REGIONAL ORGANIZATIONS WILL HAVE INCREASED           1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
INFLUENCE OVER POSTSECONDARY EDUCATION.            ALL    -  -  -  (  M) -  -        -  -  (  -  M) -  -       - (M   )  -  -
                                                   FED       -  -  (  M) -  -           -  -  - (M) -  -         (M   )
                                                   STA          -  (  M) -  -           -  (  -  M) -          - (M) -  -  -
      CONSISTENT                                   ADM    -  -  -  (  M) -  -        -  -  -  (  M) -  -       (  M  )  -  -
                                                   FAC       -  -  (  M) -  -           -  -  (  M) -  -       (  M  )  -
                                                   EDA       -  (  -  M) -           -  -  -  (  M) -
                                                   STU          -  (  M) -              -  (  M  )  -            (M   )  -
                                                   ALL  ME4.7 SD1.2  .62 OF 335    ME4.4 SD1.3  .70 OF 336    ED=81  .66 OF 172
                                                   FED  ME4.7 SD1.4  .54 OF  11    ME4.8 SD1.5  .54 OF  11    ED=81 1.00 OF   4
                                                   STA  ME4.5 SD1.0  .65 OF  43    ME4.4 SD1.0  .86 OF  43    ED=80  .63 OF  22
                                                   ADM  ME4.8 SD1.1  .64 OF 175    ME4.5 SD1.3  .59 OF 175    ED=80  .93 OF  99
                                                   FAC  ME4.7 SD1.2  .62 OF  27    ME4.6 SD1.4  .55 OF  27    ED=82  .80 OF  15
                                                   EDA  ME4.1 SD1.3  .75 OF  12    ME4.3 SD1.5  .58 OF  12    ED=78 1.00 OF   3
                                                   STU  ME4.6 SD .8  .78 OF  14    ME3.7 SD1.2  .71 OF  14    ED=83  .88 OF   9

95.  COLLEGES AND UNIVERSITIES WILL GROW IN SIZE          1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
THROUGH MERGERS.                                   ALL    -  -  -  (  M) -  -        -  -  (  M  )  -  -       - (M   )  -  -
                                                   FED          -  (  M  )  -           -  -  (  M  )  -
                                                   STA       -  -  (  M) -  -           -  (  M  )  -          - (M   )  -
    INCONSISTENT                                   ADM       -  -  (  M) -  -        -  -  (  M  )  -  -       - (M   )  -  -
                                                   FAC       -  -  (  M  )  -           -  (  M  )             (  M  )  -  -
                                                   EDA       -  - (M  )  -              -  (  M) -
                                                   STU          -  - (M  )  -        -  (  M  -  )  -             (  M) -  -
                                                   ALL  ME4.6 SD1.2  .60 OF 335    ME3.9 SD1.3  .74 OF 335    ED=82  .67 OF 148
                                                   FED  ME5.0 SD1.1  .81 OF  11    ME4.8 SD1.4  .72 OF  11    ED=78 1.00 OF   2
                                                   STA  ME4.6 SD1.1  .72 OF  43    ME3.8 SD1.3  .69 OF  43    ED=82  .83 OF  18
                                                   ADM  ME4.6 SD1.2  .59 OF 175    ME3.9 SD1.2  .80 OF 174    ED=83  .72 OF  81
                                                   FAC  ME4.7 SD1.4  .74 OF  27    ME3.6 SD1.1  .81 OF  27    ED=81  .85 OF  14
                                                   EDA  ME4.2 SD1.2  .66 OF  12    ME3.4 SD .9  .75 OF  12    ED=85  .50 OF   2
                                                   STU  ME5.2 SD1.0  .71 OF  14    ME3.2 SD1.4  .85 OF  14    ED=85  .71 OF   7

**96.  THE DIFFERENCE BETWEEN IN-STATE AND                1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
OUT-OF-STATE TUITION WILL DISAPPEAR.               ALL    -  -  -  (  M  )  -        -  (  M  -  )  -  -       - (M   )  -  -
                                                   FED          -  (  M  -  )        -  (  M  -  )  -  -
                                                   STA    -  -  -  (  M  )  -        -  (  M  -  )  -  -       - (M   )  -  -
    INCONSISTENT                                   ADM    -  -  -  (  M  )  -        -  (  M  -  )  -  -       - (M   )  -  -
                                                   FAC    -  -  -  (  M  )  -        -  (  -  M  )  -  -       - (M   )  -
                                                   EDA       -  -  (  M) -              -  (  M  -  )
                                                   STU          -  -  (  M  )           (  M  -  )  -                  (M)
                                                   ALL  ME5.0 SD1.4  .73 OF 318    ME3.6 SD1.7  .76 OF 325    ED=82  .63 OF  77
                                                   FED  ME5.4 SD1.4  .90 OF  10    ME3.6 SD1.8  .72 OF  11    ED=80 1.00 OF   2
                                                   STA  ME5.0 SD1.5  .70 OF  40    ME3.5 SD1.6  .85 OF  41    ED=82  .75 OF  12
                                                   ADM  ME5.0 SD1.4  .73 OF 165    ME3.4 SD1.7  .77 OF 168    ED=82  .60 OF  41
                                                   FAC  ME5.0 SD1.4  .76 OF  26    ME3.6 SD1.8  .66 OF  27    ED=82  .71 OF   7
                                                   EDA  ME4.4 SD1.2  .58 OF  12    ME4.1 SD1.3  .91 OF  12    ED=75 0.00 OF   1
                                                   STU  ME5.8 SD1.0  .92 OF  14    ME3.4 SD1.5  .78 OF  14    ED=90 1.00 OF   4
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        PCT.                          FORCES PROMOTING THE CHANGE                                       FORCES HINDERING THE CHANGE
CHANGE SHOULD          FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRO          FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRO
STMT.  CHANGE  NUM      1    2    3    4    5    6    7    8    9    NUM     1    2    3    4    5    6    7    8    9    NUM


 94

GROUP
 ALL    50.0   162    28.3 20.3 45.7  1.4  0.0  1.4  2.2   .7  0.0   138    3.1 22.9  1.5  0.0  1.5 19.1 27.5 19.8  4.6   131
 FED    60.0     5    50.0  0.0 25.0  0.0  0.0  0.0 25.0  0.0  0.0     4    0.0  0.0 33.3  0.0  0.0  0.0 33.3 33.3  0.0     3
 STA    61.9    21    31.6 31.6 36.8  0.0  0.0  0.0  0.0  0.0  0.0    19    0.0 22.2  0.0  0.0  0.0 27.8 38.9  0.0 11.1    18
 ADM    48.2    85    23.9 19.7 50.7  1.4  0.0  2.8  1.4  0.0  0.0    71    1.5 25.0  1.5  0.0  2.9 19.1 23.5 23.5  2.9    68
 FAC    33.3    15    15.4 23.1 53.8  7.7  0.0  0.0  0.0  0.0  0.0    13    0.0 28.6  0.0  0.0  0.0 14.3 28.6 28.6  0.0    14
 EDA     0.0     3    33.3 33.3 33.3  0.0  0.0  0.0  0.0  0.0  0.0     3   33.3  0.0  0.0  0.0  0.0 33.3 33.3  0.0  0.0     3
 STU    50.0     8    16.7  0.0 50.0  0.0  0.0  0.0 16.7 16.7  0.0     6   33.3  0.0  0.0  0.0  0.0 16.7 16.7 33.3  0.0     6




GROUP
 ALL    43.1   167     6.5 46.8  5.8  0.0  0.0   .7 12.2 28.1  0.0   139     .8  7.9  4.0   .8  7.9 20.6 21.4 31.0  5.6   126
 FED    25.0     4     0.0100.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     3   33.3  0.0  0.0  0.0  0.0  0.0  0.0 66.7  0.0     3
 STA    52.2    23     0.0 55.0 10.0  0.0  0.0  5.0 15.0 15.0  0.0    20    0.0 11.1  5.6  5.6  5.6 11.1 27.8 22.2 11.1    18
 ADM    47.7    86    11.8 36.8  5.9  0.0  0.0  0.0 10.3 35.3  0.0    68    0.0 10.9  4.7  0.0  7.8 23.4 17.2 29.7  6.3    64
 FAC    29.4    17     0.0 56.3 12.5  0.0  0.0  0.0  6.3 25.0  0.0    16    0.0  0.0  7.1  0.0  7.1 35.7 28.6 14.3  7.1    14
 EDA    40.0     5     0.0 50.0  0.0  0.0  0.0  0.0  0.0 50.0  0.0     4    0.0 25.0  0.0  0.0  0.0  0.0 50.0 25.0  0.0     4
 STU    33.3     9     0.0 66.7  0.0  0.0  0.0  0.0 16.7 16.7  0.0     6    0.0  0.0  0.0  0.0 33.3  0.0 50.0 16.7  0.0     6




 96

GROUP
 ALL    67.5   169    38.4  6.2  4.1   .7 37.7  2.1  7.5  3.4  0.0   146    0.0 76.8  0.0  0.0  1.4   .7 17.6  2.8   .7   142
 FED    50.0     4    33.3  0.0  0.0  0.0 66.7  0.0  0.0  0.0  0.0     3    0.0100.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     3
 STA    73.9    23    42.9  4.8  9.5  0.0 33.3  4.8  4.8  0.0  0.0    21    0.0 90.5  0.0  0.0  0.0  0.0  9.5  0.0  0.0    21
 ADM    61.6    86    34.7  4.2  1.4  0.0 43.1  2.8 11.1  2.8  0.0    72    0.0 80.0  0.0  0.0  2.9  0.0 14.3  1.4  1.4    70
 FAC    58.8    17    43.8 12.5  6.3  0.0 18.7  0.0 12.5  6.3  0.0    16    0.0 68.8  0.0  0.0  0.0  6.3 18.7  6.3  0.0    16
 EDA    80.0     5    40.0  0.0  0.0 20.0 40.0  0.0  0.0  0.0  0.0     5    0.0 60.0  0.0  0.0  0.0  0.0 40.0  0.0  0.0     5
 STU    88.9     9    14.3  0.0  0.0  0.0 85.7  0.0  0.0  0.0  0.0     7    0.0 71.4  0.0  0.0  0.0  0.0 28.6  0.0  0.0     7
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                                                                                                         ---PAGE 33
                                                           QUESTION 1                  QUESTION 2                QUESTION 3
                                                          ASSUMING THIS             WHAT IS THE LIKE-          IF YOU BELIEVE
    N = NONE                                              CHANGE WILL OCCUR,        LIHOOD THIS CHANGE         THIS CHANGE IS
    VG = VERY GREAT                                       WHAT WILL BE ITS          WILL OCCUR.                LIKELY,WHEN
    I = IMPOSSIBLE                                        IMPACT.                                              WILL IT OCCUR.
    VC = VIRTUALLY CERTAIN

                CHANGE STATEMENT                           N                 VG        I                VC          BY 19--

97.  MORE FEDERAL AND STATE FUNDS WILL GO DIRECTLY         1  2  3  4  5  6  7         1  2  3  4  5  6  7       75 80 85 90 95+
TO STUDENTS.                                        ALL    -  -  -  -  (  M) -            -  -  (  M  )  -      (M  )  -  -  -
                                                    FED                (  M  )            -  (  -  M  )  -      (M  )
                                                    STA       -  -  - (M  )  -               -  - (M  )  -      (M  )  -  -
      CONSISTENT                                    ADM    -  -  -  -  (  M) -            -  -  - (M  )  -      (M  )  -
                                                    FAC          -  -  (  M) -            -  -  (  -  M) -      (M  )  -
                                                    EDA             -  (  M) -                  (  M  )         (M  -  )
                                                    STU          -  -  (  M) -            -  (  M) -  -          (  M) -  -
                                                    ALL  ME5.4 SD1.0  .79 OF 333    ME5.0 SD1.1  .84 OF 335     ED=78  .89 OF 202
                                                    FED  ME5.8 SD .7 1.00 OF  10    ME4.8 SD1.6  .72 OF  11     ED=76 1.00 OF   4
                                                    STA  ME5.3 SD1.1  .72 OF  43    ME5.2 SD1.0  .72 OF  43     ED=77  .96 OF  27
                                                    ADM  ME5.3 SD .9  .84 OF 175    ME5.1 SD1.0  .70 OF 175     ED=78  .88 OF 105
                                                    FAC  ME5.6 SD .9  .81 OF  27    ME5.0 SD1.3  .85 OF  27     ED=78  .94 OF  18
                                                    EDA  ME5.6 SD .9  .75 OF  12    ME5.0 SD .8 1.00 OF  12     ED=78 1.00 OF   6
                                                    STU  ME5.5 SD .9  .84 OF  13    ME4.0 SD1.2  .53 OF  13     ED=79  .77 OF   9

98.  THE PROPORTION OF TAX-DOLLARS ALLOCATED TO            1  2  3  4  5  6  7         1  2  3  4  5  6  7       75 80 85 90 95+
SUPPORT POSTSECONDARY EDUCATION WILL DECLINE AS A   ALL    -  -  -  -  (  M) -         -  -  -  (  M  )  -      (M  )  -  -  -
RESULT OF COMPETITIVE PUBLIC DEMANDS.               FED             -  (  M  )            -  (  M  )  -  -      (M) -
                                                    STA       -  -  - (M  )  -            -  -  (  M  )  -      (M  )  -
      CONSISTENT                                    ADM       -  -  -  (  M) -         -  -  -  (  M  )  -      (M  )  -  -  -
                                                    FAC       -  -  -  (  M) -            -  -  (  M  )  -      (M  )  -
                                                    EDA             -  (  M) -            -  (  M  -  )         (M  )
                                                    STU       -  -  -  - (M) -               -  (  M  )          (  M) -
                                                    ALL  ME5.7 SD1.0  .74 OF 334    ME4.7 SD1.4  .69 OF 335     ED=77  .93 OF 175
                                                    FED  ME6.0 SD1.0  .90 OF  11    ME4.3 SD1.5  .63 OF  11     ED=76  .80 OF   5
                                                    STA  ME5.3 SD1.0  .76 OF  43    ME5.0 SD1.3  .76 OF  43     ED=77  .90 OF  22
                                                    ADM  ME5.7 SD .9  .75 OF 175    ME4.7 SD1.4  .68 OF 175     ED=77  .95 OF  92
                                                    FAC  ME5.7 SD1.1  .81 OF  27    ME4.6 SD1.5  .70 OF  27     ED=77  .83 OF  18
                                                    EDA  ME5.8 SD .8  .75 OF  12    ME4.1 SD1.6  .83 OF  12     ED=76 1.00 OF   4
                                                    STU  ME5.7 SD1.1  .78 OF  14    ME4.6 SD1.0  .78 OF  14     ED=79  .85 OF   7

99.  POSTSECONDARY EDUCATION WILL RECEIVE A                1  2  3  4  5  6  7         1  2  3  4  5  6  7       75 80 85 90 95+
BROADER BASE OF FINANCIAL SUPPORT.                  ALL       -  -  - (M  )  -         -  -  (  -  M) -  -       (  M) -  -  -
                                                    FED             -  (  M) -               -  -  (  M) -
                                                    STA          -  (  M  )  -         -  -  (  -  M) -  -       (  M) -  -
      CONSISTENT                                    ADM       -  -  - (M  )  -         -  -  (  -  M) -  -       (  M) -  -  -
                                                    FAC          -  -  (  M) -         -  -  (  -  M) -  -       (  M) -
                                                    EDA          -  (  M) -            -  -  (  -  M  )            (M)
                                                    STU       -  -  -  (  M) -            - (M  )  -  -          (  M) -  -
                                                    ALL  ME5.2 SD1.0  .75 OF 332    ME4.3 SD1.4  .70 OF 332     ED=80  .79 OF 159
                                                    FED  ME5.5 SD1.0  .63 OF  11    ME5.3 SD1.1  .70 OF  10     ED=80 1.00 OF   2
                                                    STA  ME5.0 SD .9  .92 OF  41    ME4.2 SD1.4  .73 OF  41     ED=79  .78 OF  19
                                                    ADM  ME5.3 SD .9  .79 OF 174    ME4.3 SD1.3  .71 OF 175     ED=80  .77 OF  89
                                                    FAC  ME5.4 SD .9  .77 OF  27    ME4.2 SD1.4  .70 OF  27     ED=79  .93 OF  15
                                                    EDA  ME4.8 SD .8  .75 OF  12    ME4.0 SD1.8  .75 OF  12     ED=80 1.00 OF   4
                                                    STU  ME5.4 SD1.1  .85 OF  14    ME3.4 SD1.1  .64 OF  14     ED=81  .71 OF   7
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CHANGE STMT.	PCT. SHOULD CHANGE	NUM	FORCES PROMOTING THE CHANGE									NUM	FORCES HINDERING THE CHANGE									NUM
			FED 1	STA 2	NGV 3	IND 4	STU 5	FAC 6	PUB 7	PRI 8	PRO 9		FED 1	STA 2	NGV 3	IND 4	STU 5	FAC 6	PUB 7	PRI 8	PRO 9	
97																						
GROUP																						
ALL	79.7	172	49.3	8.2	2.7	0.0	26.0	0.0	.7	13.0	0.0	146	5.1	10.9	1.5	.7	0.0	5.1	60.6	12.4	3.6	137
FED	60.0	5	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4	0.0	0.0	0.0	0.0	0.0	0.0	50.0	50.0	0.0	4
STA	81.8	22	36.8	21.1	5.3	0.0	36.8	0.0	0.0	0.0	0.0	19	10.5	10.5	5.3	5.3	0.0	15.8	42.1	0.0	10.5	19
ADM	79.5	88	40.8	8.5	4.2	0.0	22.5	0.0	1.4	22.5	0.0	71	4.5	10.6	0.0	0.0	0.0	4.5	66.7	12.1	1.5	66
FAC	76.5	17	70.6	5.9	0.0	0.0	17.6	0.0	0.0	5.9	0.0	17	6.3	18.7	6.3	0.0	0.0	6.3	50.0	12.5	0.0	16
EDA	80.0	5	75.0	0.0	0.0	0.0	25.0	0.0	0.0	0.0	0.0	4	0.0	0.0	0.0	0.0	0.0	0.0	75.0	0.0	25.0	4
STU	88.9	9	28.6	14.3	0.0	0.0	57.1	0.0	0.0	0.0	0.0	7	16.7	0.0	0.0	0.0	0.0	0.0	83.3	0.0	0.0	6
98																						
GROUP																						
ALL	31.2	170	20.7	57.9	7.9	8.6	0.0	0.0	2.1	2.1	.7	140	3.1	3.8	2.3	.8	0.0	13.8	73.8	.8	1.5	130
FED	20.0	5	33.3	66.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1
STA	45.0	20	15.8	73.7	0.0	10.5	0.0	0.0	0.0	0.0	0.0	19	5.6	5.6	5.6	5.6	0.0	11.1	61.1	0.0	5.6	18
ADM	25.0	88	18.8	56.5	13.0	7.2	0.0	0.0	2.9	1.4	0.0	69	1.5	3.0	0.0	0.0	0.0	13.6	80.3	1.5	0.0	66
FAC	33.3	18	25.0	56.3	6.3	6.3	0.0	0.0	0.0	6.3	0.0	16	6.7	6.7	6.7	0.0	0.0	26.7	46.7	0.0	6.7	15
EDA	40.0	5	25.0	25.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0	4	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	3
STU	55.6	9	50.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	6
99																						
GROUP																						
ALL	96.2	156	28.0	11.4	6.1	6.8	.8	4.5	34.8	6.1	1.5	132	9.6	26.6	7.4	17.0	1.1	4.3	11.7	9.6	12.8	94
FED	100.0	3	50.0	0.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0	2	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	1
STA	94.7	19	23.5	17.6	5.9	11.8	5.9	0.0	29.4	0.0	5.9	17	6.7	46.7	0.0	26.7	0.0	6.7	6.7	0.0	6.7	15
ADM	97.6	83	22.1	11.8	4.4	7.4	0.0	7.4	39.7	7.4	0.0	68	12.2	26.5	10.2	10.2	2.0	2.0	14.3	14.3	8.2	49
FAC	100.0	15	35.7	14.3	14.3	0.0	0.0	7.1	21.4	7.1	0.0	14	0.0	30.8	0.0	30.8	0.0	7.7	0.0	7.7	23.1	13
EDA	60.0	5	50.0	0.0	0.0	0.0	0.0	0.0	50.0	0.0	0.0	4	0.0	0.0	33.3	0.0	0.0	0.0	0.0	0.0	66.7	3
STU	100.0	8	33.3	16.7	0.0	0.0	0.0	0.0	50.0	0.0	0.0	6	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	1

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                                                                                                    ---PAGE 34
                                                       QUESTION 1                QUESTION 2                 QUESTION 3
                                                     ASSUMING THIS             WHAT IS THE LIKE-          IF YOU BELIEVE
    N = NONE                                         CHANGE WILL CCCUR,        LIHOOD THIS CHANGE         THIS CHANGE IS
    VG = VERY GREAT                                  WHAT WILL BE ITS          WILL OCCUR.                LIKELY,WHEN
    I = IMPOSSIBLE                                   IMPACT.                                              WILL IT OCCUR.
    VC = VIRTUALLY CERTAIN

            CHANGE STATEMENT                           N                VG       I               VC         BY 19--

100.  SCRUTINY BY FUNDING SOURCES AS TO HOW WELL       1  2  3  4  5  6  7       1  2  3  4  5  6  7      75 80 85 90 95+
RESOURCES ARE BEING UTILIZED WILL INCREASE.     ALL       -  -  -  (  M) -             -  -  - (M  )      (M) -  -  -
                                                FED             -  - (M  )                (  M)     (M) -
                                                STA          -  -  (  M) -                   - (M  )      (M) -
      CONSISTENT                                ADM       -  -  -  (  M) -             -  -  - (M  )      (M) -  -  -
                                                FAC          -  -  - (M) -                    (  M)     (M)
                                                EDA          -  -  - (M  )                   - (M  )      (M  )
                                                STU                (  M) -             -  -  - (M) -      (M) -  -  -
                                                ALL  ME5.7 SD .9  .75 OF 333   ME6.3 SD .7  .91 OF 334   ED=76  .82 OF 218
                                                FED  ME6.2 SD .9  .81 OF  11   ME6.5 SD .5 1.00 OF  11   ED=76  .80 OF   5
                                                STA  ME5.4 SD .9  .76 OF  43   ME6.2 SD .6  .93 OF  43   ED=76  .82 OF  29
                                                ADM  ME5.7 SD .9  .78 OF 175   ME6.3 SD .7  .90 OF 175   ED=76  .78 OF 115
                                                FAC  ME5.9 SD .8  .66 OF  27   ME6.6 SD .5 1.00 OF  27   ED=75 1.00 OF  21
                                                EDA  ME5.8 SD1.1  .75 OF  12   ME6.3 SD .7  .83 OF  12   ED=77 1.00 OF   6
                                                STU  ME5.8 SD .7  .84 OF  13   ME5.8 SD1.1  .61 OF  13   ED=77  .77 OF   9

101.  FEDERAL AID TO PRIVATE INSTITUTIONS WILL         1  2  3  4  5  6  7       1  2  3  4  5  6  7      75 80 85 90 95+
INCREASE.                                       ALL       -  -  - (M  )  -       -  -  -  -  (  M) -      (M  )  -  -
                                                FED                (  M) -                   (  M) -      (M) -
                                                STA          -  - (M  )  -       -  -  -  (  M  )  -      (M  )
      CONSISTENT                                ADM       -  -  - (M  )  -          -  -  -  (  M) -      (M  )  -  -
                                                FAC       -  -  (  M  )  -          -  -  -  (  M) -      (M) -  -
                                                EDA          -  (  M  )  -                   - (M) -      (M  )
                                                STU             -  (  M)               (  -  -  M) -       (  M  )
                                                ALL  ME5.2 SD1.0  .69 OF 337   ME5.4 SD1.2  .70 OF 339   ED=77  .94 OF 208
                                                FED  ME5.7 SD .6  .90 OF  11   ME6.0 SD .7  .72 OF  11   ED=77  .60 OF   5
                                                STA  ME5.1 SD .9  .69 OF  42   ME4.9 SD1.4  .74 OF  43   ED=77 1.00 OF  27
                                                ADM  ME5.2 SD1.1  .69 OF 175   ME5.4 SD1.1  .69 OF 175   ED=78  .93 OF 107
                                                FAC  ME4.8 SD1.2  .78 OF  28   ME5.4 SD1.1  .78 OF  28   ED=77  .73 OF  19
                                                EDA  ME5.1 SD1.2  .76 OF  13   ME5.9 SD .6  .61 OF  13   ED=77 1.00 OF   6
                                                STU  ME5.6 SD .6  .92 OF  14   ME5.1 SD1.4  .85 OF  14   ED=79 1.00 OF  10

102.  FEDERAL AID TO PRIVATE INSTITUTIONS WILL         1  2  3  4  5  6  7       1  2  3  4  5  6  7      75 80 85 90 95+
DECREASE.                                       ALL    -  -  -  -  (  M) -       - (M  )  -  -  -
                                                FED                - (M  )       (  M  )
                                                STA    -  -  -  (  M  )  -       - (M  )  -  -  -
     INCONSISTENT                               ADM    -  -  -  -  (  M  )       - (M  )  -  -
                                                FAC    -  -  -  (  M  )  -       - (M  )  -
                                                EDA    -  -  -  -  (  M  )       (  M) -
                                                STU       -  (  -  -  M) -       -  (  M) -  -
                                                ALL  ME5.3 SD1.5  .52 OF 317   ME2.3 SD1.0  .73 OF 328
                                                FED  ME6.3 SD .6  .90 OF  10   ME2.1 SD .8 1.00 OF  11
                                                STA  ME5.0 SD1.4  .76 OF  39   ME2.5 SD1.0  .80 OF  40
                                                ADM  ME5.4 SD1.4  .77 OF 162   ME2.3 SD1.0  .74 OF 168
                                                FAC  ME4.7 SD1.7  .57 OF  28   ME2.3 SD .8  .75 OF  28
                                                EDA  ME5.7 SD1.7  .83 OF  12   ME1.7 SD .6  .92 OF  13
                                                STU  ME5.0 SD1.6  .78 OF  14   ME2.6 SD1.2  .71 OF  14
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         PCT.                     FORCES PROMOTING THE CHANGE                                         FORCES HINDERING THE CHANGE
CHANGE SHOULD          FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRC                 FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRO
STMT.  CHANGE   NUM     1    2    3    4    5    6    7    8    9     NUM          1    2    3    4    5    6    7    8    9     NUM

100

GROUP
 ALL    95.4    173   25.0 69.6  2.7  2.0  0.0  0.0   .7  0.0  0.0    148         0.0   .7  1.4  0.0  0.0 36.0 43.2 17.3  1.4    139
 FED   100.0      5   50.0 50.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      4         0.0  0.0  0.0  0.0  0.0 25.0 25.0 50.0  0.0      4
 STA   100.0     21   10.0 85.0  5.0  0.0  0.0  0.0  0.0  0.0  0.0     20         0.0  5.0  5.0  0.0  0.0 35.0 45.0 10.0  0.0     20
 ADM    96.6     89   19.4 76.4  1.4  2.8  0.0  0.0  0.0  0.0  0.0     72         0.0  0.0  0.0  0.0  0.0 41.8 41.8 14.9  1.5     67
 FAC    88.9     18   41.2 58.8  0.0  0.0  0.0  0.0  0.0  0.0  0.0     17         0.0  0.0  0.0  0.0  0.0 29.4 35.3 29.4  5.9     17
 EDA   100.0      5   50.0 25.0  0.0  0.0  0.0  0.0 25.0  0.0  0.0      4         0.0  0.0  0.0  0.0  0.0 25.0 75.0  0.0  0.0      4
 STU    88.9      9   37.5 37.5 12.5 12.5  0.0  0.0  0.0  0.0  0.0      8         0.0  0.0  0.0  0.0  0.0 33.3 66.7  0.0  0.0      6



101

GROUP
 ALL    80.2    172   22.8   .7  2.7  0.0   .7   .7  1.3 70.5   .7    149        11.5  7.7  3.8  3.1  0.0  1.5 67.7  2.3  2.3    130
 FED   100.0      5   25.0  0.0  0.0  0.0  0.0  0.0  0.0 75.0  0.0      4         0.0  0.0  0.0  0.0  0.0  0.0100.0  0.0  0.0      3
 STA    71.4     21   21.1  0.0  0.0  0.0  0.0  0.0  0.0 78.9  0.0     19        21.1 10.5  5.3  0.0  0.0  0.0 57.9  0.0  5.3     19
 ADM    78.4     88   24.0  0.0  4.0  0.0  1.3  1.3  2.7 66.7  0.0     75         7.5  6.0  1.5  3.0  0.0  1.5 76.1  4.5  0.0     67
 FAC    72.2     18   29.4  5.9  5.9  0.0  0.0  0.0  0.0 52.9  5.9     17        13.3 20.0  6.7  6.7  0.0  6.7 46.7  0.0  0.0     15
 EDA    80.0      5   50.0  0.0  0.0  0.0  0.0  0.0  0.0 50.0  0.0      4         0.0  0.0  0.0  0.0  0.0  0.0100.0  0.0  0.0      2
 STU    77.8      9    0.0  0.0  0.0  0.0  0.0  0.0  0.0100.0  0.0      7        60.0 20.0  0.0  0.0  0.0  0.0  0.0  0.0 20.0      5



102

GROUP
 ALL     0.0      0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0         0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0
 FED     0.0      0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0         0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0
 STA     0.0      0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0         0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0
 ADM     0.0      0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0         0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0
 FAC     0.0      0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0         0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0
 EDA     0.0      0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0         0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0
 STU     0.0      0    0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0         0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0      0
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                                                                                                        ---PAGE 35
                                                          QUESTION 1                QUESTION 2                QUESTION 3
     N = NONE                                            ASSUMING THIS            WHAT IS THE LIKE-          IF YOU BELIEVE
     VG = VERY GREAT                                     CHANGE WILL OCCUR,       LIHOOD THIS CHANGE         THIS CHANGE IS
     I = IMPOSSIBLE                                      WHAT WILL BE ITS         WILL OCCUR.                LIKELY,WHEN
                                                         IMPACT.                                             WILL IT OCCUR.
     VC = VIRTUALLY CERTAIN

                CHANGE STATEMENT                         N               VG         I               VC         BY 19--

103.  STATE AID TO PRIVATE INSTITUTIONS WILL             1  2  3  4  5  6  7       1  2  3  4  5  6  7      75 80 85 90 95+
INCREASE.                                         ALL    -  -  -  - (M  )  -       -  -  -  (  M  )  -      (M  )  -  -  -
                                                  FED                (  M) -          -  -  -  (  M) -      (M  )
                                                  STA             - (M  )  -       -  -  -  (  M  )  -      (M  )
      CONSISTENT                                  ADM       -  -  - (M  )  -       -  -  -  (  M  )  -       (  M) -  -  -
                                                  FAC       -  -  - (M  )  -          -  -  -  (  M) -      (M  )  -
                                                  EDA             -  (  M) -                -  (  M) -      (M) -
                                                  STU             -  (  M)         -  -  (  -  M  )  -      - (M  )
                                                  ALL  ME5.2 SD1.0  .72 OF 337   ME5.0 SD1.4  .74 OF 338   ED=78  .90 OF 201
                                                  FED  ME5.7 SD .6  .90 OF  11   ME5.5 SD1.4  .63 OF  11   ED=76 1.00 OF   4
                                                  STA  ME5.3 SD .9  .73 OF  42   ME5.0 SD1.5  .71 OF  42   ED=76 1.00 OF  27
                                                  ADM  ME5.2 SD1.1  .72 OF 175   ME4.9 SD1.4  .75 OF 175   ED=78  .87 OF 103
                                                  FAC  ME5.0 SD1.1  .82 OF  28   ME5.2 SD1.2  .71 OF  28   ED=77  .94 OF  19
                                                  EDA  ME5.5 SD .9  .69 OF  13   ME5.8 SD .9  .69 OF  13   ED=77  .60 OF   5
                                                  STU  ME5.4 SD .7  .85 OF  14   ME4.6 SD1.6  .85 OF  14   ED=80  .80 OF  10

104.  STATE AID TO PRIVATE INSTITUTIONS WILL             1  2  3  4  5  6  7       1  2  3  4  5  6  7      75 80 85 90 95+
DECREASE.                                         ALL    -  -  (  -  M  )  -       - (M  )  -  -  -  -
                                                  FED       -  (  -  -  M  )       (  M) -
                                                  STA    -  -  -  (  M  )  -       - (M  )  -  -
    INCONSISTENT                                  ADM    -  -  -  (  M  )  -       - (M  )  -  -  -  -
                                                  FAC    -  -  (  -  M) -  -       - (M  )  -  -
                                                  EDA    -  -  -  (  M  -  )       (  M) -  -
                                                  STU       -  (  -  M  )          -  (  M  -  )  -
                                                  ALL  ME4.6 SD1.6  .77 OF 317   ME2.4 SD1.1  .70 OF 328
                                                  FED  ME5.2 SD2.0  .80 OF  10   ME1.8 SD .7  .81 OF  11
                                                  STA  ME4.4 SD1.6  .75 OF  40   ME2.3 SD1.0  .67 OF  40
                                                  ADM  ME4.7 SD1.6  .65 OF 163   ME2.4 SD1.1  .72 OF 168
                                                  FAC  ME4.3 SD1.6  .62 OF  27   ME2.4 SD .9  .78 OF  28
                                                  EDA  ME5.1 SD1.7  .91 OF  12   ME1.7 SD .8  .92 OF  13
                                                  STU  ME4.5 SD1.5  .85 OF  14   ME3.0 SD1.4  .85 OF  14

105.  POSTSECONDARY EDUCATION FACILITIES WILL BE         1  2  3  4  5  6  7       1  2  3  4  5  6  7      75 80 85 90 95+
USED MORE HOURS IN THE DAY AND MORE DAYS IN THE   ALL    -  -  -  (  M  )  -          -  -  -  (  M  )      (M  )  -  -
YEAR.                                             FED          (  -  M  )                      (  M  )      (M)
                                                  STA       -  -  - (M  )  -             -  -  (  M) -      (M  )  -
      CONSISTENT                                  ADM       -  -  (  M  )  -          -  -  -  (  M  )      (M  )  -  -
                                                  FAC       -  -  (  -  M) -          -  -  -  (  M  )       (  M  )  -
                                                  EDA          - (M  )  -  -                -  (  M) -      (M  )
                                                  STU    -  -  -  (  M  )                   -  (  M  )      (M  )  -
                                                  ALL  ME5.0 SD1.1  .85 OF 339   ME5.8 SD1.0  .92 OF 341   ED=77  .93 OF 215
                                                  FED  ME4.6 SD1.2 1.00 OF  11   ME6.1 SD .9 1.00 OF  11   ED=75 1.00 OF   4
                                                  STA  ME5.1 SD1.0  .74 OF  43   ME5.9 SD .8  .74 OF  43   ED=77  .96 OF  30
                                                  ADM  ME5.1 SD1.0  .88 OF 176   ME5.9 SD1.0  .93 OF 177   ED=77  .95 OF 112
                                                  FAC  ME5.2 SD1.2  .82 OF  28   ME5.7 SD1.2  .82 OF  28   ED=79  .95 OF  20
                                                  EDA  ME4.5 SD1.1  .69 OF  13   ME5.6 SD1.1  .53 OF  13   ED=76 1.00 OF   4
                                                  STU  ME4.4 SD1.3  .85 OF  14   ME5.9 SD .8  .92 OF  14   ED=78  .81 OF  11
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        PCT.                 FORCES PROMOTING THE CHANGE                             FORCES HINDERING THE CHANGE
CHANGE SHOULD       FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRC             FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRO
STMT.  CHANGE  NUM    1    2    3    4    5    6    7    8    9   NUM         1    2    3    4    5    6    7    8    9   NUM

103

GROUP
 ALL    76.0   167  2.1 14.4  2.1  0.0   .7   .7  2.7 76.7   .7   146        .8 15.9  4.5  3.0  0.0  2.3 69.7  2.3  1.5   132
 FED   100.0     5  0.0 25.0  0.0  0.0  0.0  0.0  0.0 75.0  0.0     4       0.0  0.0  0.0  0.0  0.0  0.0100.0  0.0  0.0     3
 STA    76.2    21  0.0 15.8  0.0  0.0  0.0  0.0  5.3 78.9  0.0    19       0.0 31.6  0.0  5.3  0.0  0.0 57.9  0.0  5.3    19
 ADM    70.6    85  0.0 16.2  2.7  0.0  1.4  1.4  2.7 75.7  0.0    74       1.4  7.2  5.8  1.4  0.0  2.9 76.8  4.3  0.0    69
 FAC    81.3    16  6.7  6.7  6.7  0.0  0.0  0.0  0.0 73.3  6.7    15       0.0 26.7  0.0  0.0  0.0  6.7 66.7  0.0  0.0    15
 EDA    80.0     5 25.0  0.0  0.0  0.0  0.0  0.0  0.0 75.0  0.0     4       0.0 50.0  0.0  0.0  0.0  0.0 50.0  0.0  0.0     2
 STU    66.7     9  0.0  0.0  0.0  0.0  0.0  0.0  0.0100.0  0.0     7       0.0 80.0  0.0  0.0  0.0  0.0  0.0  0.0 20.0     5

104

GROUP
 ALL     0.0     0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0       0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 FED     0.0     0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0       0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 STA     0.0     0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0       0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 ADM     0.0     0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0       0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 FAC     0.0     0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0       0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 EDA     0.0     0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0       0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0
 STU     0.0     0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0       0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     0

105

GROUP
 ALL    98.3   174  5.4 70.3  2.7  4.1  3.4  2.0 10.8   .7   .7   148       0.0  1.6  3.1  0.0  5.5 75.8 10.9   .8  2.3   128
 FED   100.0     5  0.0 75.0  0.0  0.0  0.0  0.0 25.0  0.0  0.0     4       0.0  0.0  0.0  0.0  0.0 50.0  0.0 50.0  0.0     2
 STA   100.0    23  4.8 66.7  4.8  9.5  4.8  9.5  0.0  0.0  0.0    21       0.0  0.0  0.0  0.0  5.6 77.8 11.1  0.0  5.6    18
 ADM    97.7    88  6.9 70.8  1.4  2.8  1.4  1.4 13.9  1.4  0.0    72       0.0  3.0  4.5  0.0  4.5 76.1  9.0  0.0  3.0    67
 FAC    94.4    18  0.0 76.5  5.9  0.0  5.9  0.0 11.8  0.0  0.0    17       0.0  0.0  7.1  0.0 14.3 57.1 21.4  0.0  0.0    14
 EDA   100.0     5  0.0 50.0  0.0  0.0 25.0  0.0 25.0  0.0  0.0     4       0.0  0.0  0.0  0.0  0.0100.0  0.0  0.0  0.0     3
 STU   100.0     9  0.0 28.6 14.3  0.0 14.3  0.0 28.6  0.0 14.3     7       0.0  0.0  0.0  0.0 20.0 60.0 20.0  0.0  0.0     5
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                                                                                                                 ---PAGE 36
                                                           QUESTION 1                 QUESTION 2                  QUESTION 3
                                                          ASSUMING THIS              WHAT IS THE LIKE-           IF YOU BELIEVE
     N = NONE                                             CHANGE WILL OCCUR,         LIHOOD THIS CHANGE          THIS CHANGE IS
     VG = VERY GREAT                                      WHAT WILL BE ITS           WILL OCCUR.                 LIKELY,WHEN
     I = IMPOSSIBLE                                       IMPACT.                                                WILL IT OCCUR.
     VC = VIRTUALLY CERTAIN

                CHANGE STATEMENT                          N                VG        I                VC         BY 19--

106.  STUDENTS WILL PAY A GREATER PROPORTION OF           1  2  3  4  5  6  7          1  2  3  4  5  6  7       75 80 85 90 95+
THE COST OF POSTSECONDARY EDUCATION.               ALL    -  -  -  - (M  )  -          -  -  -  (  M  )  -      (M  )  -  -  -
                                                   FED    -  -  -  - (M  )                -  -  -  (  M) -       - (M)
                                                   STA       -  -  - (M  )  -          -  -  -  - (M  )  -      (M  )  -
      CONSISTENT                                   ADM    -  -  -  (  M  )  -          -  -  -  (  M  )  -      (M  )  -  -  -
                                                   FAC          -  -  (  M) -             -  -  (  M  )  -      (M  )  -  -  -
                                                   EDA       -  -  - (M)  -  -                -  (  -  M) -       (  M)
                                                   STU       -  -  -  (  M)               -  (  M  )  -  -       - (M  )  -
                                                   ALL  ME5.1 SD1.1  .71 OF 339    ME4.8 SD1.4  .74 OF 340    ED=78  .92 OF 179
                                                   FED  ME5.0 SD1.4  .81 OF  11    ME5.4 SD1.5  .63 OF  11    ED=79  .75 OF   4
                                                   STA  ME5.2 SD .9  .81 OF  43    ME5.1 SD1.3  .67 OF  43    ED=77  .96 OF  25
                                                   ADM  ME5.0 SD1.1  .86 OF 176    ME4.8 SD1.4  .76 OF 176    ED=77  .94 OF  95
                                                   FAC  ME5.4 SD .9  .85 OF  28    ME4.7 SD1.2  .78 OF  28    ED=78  .88 OF  17
                                                   EDA  ME5.0 SD1.2  .46 OF  13    ME5.2 SD1.2  .76 OF  13    ED=78 1.00 OF   6
                                                   STU  ME5.2 SD1.1  .85 OF  14    ME4.1 SD1.5  .64 OF  14    ED=81  .62 OF   8

107.  STUDENTS WILL PAY A SMALLER PROPORTION OF           1  2  3  4  5  6  7          1  2  3  4  5  6  7       75 80 85 90 95+
THE COST OF POSTSECONDARY EDUCATION.               ALL    -  -  -  (  M  )  -          - (M  -  )  -  -  -
                                                   FED    -  -  -  (  M  )  -          (  M) -  -  -
                                                   STA       -  -  (  M)  -  -         - (M  )  -  -  -
    INCONSISTENT                                   ADM    -  -  -  (  M  )  -          - (M  -  )  -  -  -
                                                   FAC       -  -  (  M  )  -            (M  -  )  -  -
                                                   EDA       -  -  (  M  )            (M  )  -  -  -
                                                   STU       -  (  -  M  )  -          -  (  M  -  )  -
                                                   ALL  ME4.8 SD1.3  .81 OF 319    ME2.8 SD1.5  .72 OF 329
                                                   FED  ME4.5 SD1.6  .70 OF  10    ME2.1 SD1.1  .81 OF  11
                                                   STA  ME4.6 SD1.3  .64 OF  39    ME2.7 SD1.3  .67 OF  40
                                                   ADM  ME4.8 SD1.4  .81 OF 164    ME2.8 SD1.5  .72 OF 169
                                                   FAC  ME4.9 SD1.2  .78 OF  28    ME2.9 SD1.1  .92 OF  28
                                                   EDA  ME4.7 SD1.2  .91 OF  12    ME1.9 SD1.3  .76 OF  13
                                                   STU  ME4.6 SD1.6  .71 OF  14    ME3.4 SD1.5  .78 OF  14

108.  INSTITUTIONS WILL INCREASINGLY SHARE                1  2  3  4  5  6  7          1  2  3  4  5  6  7       75 80 85 90 95+
RESOURCES(I.E., LIBRARY, FACULTY, FACILITIES,      ALL    -  -  -  - (M  )  -          -  -  -  -  (  M) -       (  M) -  -
EQUIPMENT).                                        FED          -  -  (  M) -                   -  (  M) -       (  M)
                                                   STA          -  - (M)  -  -                  - (M  )  -       (  M) -
      CONSISTENT                                   ADM       -  -  (  M  )  -          -  -  -  -  (  M) -       (  M) -  -
                                                   FAC       -  -  - (M  )                -  -  -  (  M) -       (  M) -  -
                                                   EDA       -  -  (  M)  -  -               -  -  (  M) -       (  M)
                                                   STU             - (M  )                   -  -  (  M) -      (M  )  -
                                                   ALL  ME5.1 SD1.0  .70 OF 339    ME5.5 SD1.1  .73 OF 341    ED=79  .82 OF 214
                                                   FED  ME5.5 SD1.2  .63 OF  11    ME5.9 SD .9  .63 OF  11    ED=78 1.00 OF   5
                                                   STA  ME5.0 SD .8  .55 OF  43    ME5.5 SD .7  .86 OF  43    ED=79  .82 OF  29
                                                   ADM  ME5.1 SD .9  .90 OF 176    ME5.4 SD1.2  .71 OF 177    ED=79  .80 OF 112
                                                   FAC  ME5.0 SD1.1  .82 OF  28    ME5.4 SD1.2  .67 OF  28    ED=79  .89 OF  19
                                                   EDA  ME4.7 SD1.3  .61 OF  13    ME5.5 SD1.2  .61 OF  13    ED=78 1.00 OF   6
                                                   STU  ME5.3 SD .7  .85 OF  14    ME5.6 SD1.0  .78 OF  14    ED=78  .81 OF  11
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         PCT.                    FORCES PROMOTING THE CHANGE                                          FORCES HINDERING THE CHANGE
CHANGE SHOULD           FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRC                FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRO
STMT.  CHANGE   NUM      1     2     3     4     5     6     7     8     9     NUM          1     2     3     4     5     6     7     8     9     NUM

106

GROUP
 ALL     46.2   171    7.8  78.7    .7   2.8   0.0   0.0   1.4   7.8    .7    141        2.1   2.1   1.4   0.0  76.7   2.7  15.1   0.0   0.0    146
 FED     60.0     5   50.0  50.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      2       33.3   0.0   0.0   0.0  33.3   0.0  33.3   0.0   0.0      3
 STA     57.1    21    5.3  78.9   5.3   0.0   0.0   0.0   5.3   5.3   0.0     19        0.0   5.3   0.0   0.0  78.9   5.3  10.5   0.0   0.0     19
 ADM     47.1    87    5.8  79.7   0.0   2.9   0.0   0.0   1.4  10.1   0.0     69        1.4   1.4   0.0   0.0  77.5   1.4  18.3   0.0   0.0     71
 FAC     33.3    18    6.3  81.3   0.0   6.3   0.0   0.0   0.0   6.3   0.0     16        0.0   5.9   5.9   0.0  76.5  11.8   0.0   0.0   0.0     17
 EDA     60.0     5   25.0  75.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      4        0.0   0.0  25.0   0.0  50.0   0.0  25.0   0.0   0.0      4
 STU     33.3     9   14.3  71.4   0.0   0.0   0.0   0.0   0.0  14.3   0.0      7       12.5   0.0   0.0   0.0  87.5   0.0   0.0   0.0   0.0      8



107

GROUP
 ALL      0.0     0    0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0        0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 FED      0.0     0    0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0        0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 STA      0.0     0    0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0        0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 ADM      0.0     0    0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0        0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 FAC      0.0     0    0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0        0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 EDA      0.0     0    0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0        0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 STU      0.0     0    0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0        0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0



108

GROUP
 ALL     97.7   173    5.4  55.8   6.1   0.0   1.4   0.0  13.6  17.7   0.0    147        0.0   4.3   1.7    .9   1.7  47.0  28.2  10.3   6.0    117
 FED    100.0     5   25.0  50.0   0.0   0.0   0.0   0.0   0.0  25.0   0.0      4        0.0   0.0   0.0   0.0   0.0100.0   0.0   0.0   0.0      1
 STA    100.0    21    5.3  63.2  15.8   0.0   5.3   0.0   0.0  10.5   0.0     19        0.0   5.9   0.0   5.9   0.0  35.3  41.2   0.0  11.8     17
 ADM     96.6    89    1.4  54.1   2.7   0.0   1.4   0.0  20.3  20.3   0.0     74        0.0   6.7   1.7   0.0   0.0  51.7  23.3  13.3   3.3     60
 FAC     94.4    18   12.5  56.3  18.7   0.0   0.0   0.0   0.0  12.5   0.0     16        0.0   0.0   7.1   0.0   7.1  35.7  21.4  14.3  14.3     14
 EDA    100.0     5    0.0  25.0   0.0   0.0   0.0   0.0  75.0   0.0   0.0      4        0.0   0.0   0.0   0.0  25.0  50.0   0.0   0.0  25.0      4
 STU    100.0     9   16.7  16.7   0.0   0.0   0.0   0.0  33.3  33.3   0.0      6        0.0   0.0   0.0   0.0   0.0  25.0  75.0   0.0   0.0      4
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                                                                                                         ---PAGE 37
                                                           QUESTION 1                 QUESTION 2                QUESTION 3
                                                          ASSUMING THIS             WHAT IS THE LIKE-          IF YOU BELIEVE
     N = NONE                                             CHANGE WILL CCCUR,        LIHOOD THIS CHANGE         THIS CHANGE IS
     VG = VERY GREAT                                      WHAT WILL BE ITS          WILL OCCUR.                LIKELY,WHEN
     I = IMPOSSIBLE                                       IMPACT.                                              WILL IT OCCUR.
     VC = VIRTUALLY CERTAIN

                CHANGE STATEMENT                          N                VG        I               VC           BY 19--

109.  PLANNING IN POSTSECONDARY EDUCATION WILL                1  2  3  4  5  6  7        1  2  3  4  5  6  7      75 80 85 90 95+
INCLUDE AN ANALYSIS OF OUTCOMES AS WELL AS AN      ALL    -  -  -  -  (  M) -           -  -  -  (  M  )      (  M  )  -  -
ANALYSIS CF INPUTS.                                FED                - (M) -                 -  (  M  )        (M) -
                                                   STA          -  -  (  M) -                 -  (  M  )      (  M) -
      CONSISTENT                                   ADM    -  -  -  -  (  M) -           -  -  -  (  M  )      (  M  )  -
                                                   FAC       -  -  -  (  M) -              -  -  (  M  )      (  M) -  -
                                                   EDA          -  -  (  M  )           -  -  (  M  )  -      - (M)
                                                   STU       -  -  -  (  M)              -  -  (  M  )      - (M) -
                                                   ALL  ME5.6 SD1.1  .71 OF 337    ME5.8 SD1.1  .88 OF 339   ED=81  .94 OF 217
                                                   FED  ME6.1 SD .7  .54 OF  11    ME5.8 SD1.1  .81 OF  11   ED=81  .80 OF   5
                                                   STA  ME5.7 SC .9  .71 OF  42    ME6.1 SD .9  .97 OF  42   ED=79  .80 OF  30
                                                   ADM  ME5.5 SD1.0  .73 OF 176    ME5.8 SD1.1  .89 OF 177   ED=81  .93 OF 115
                                                   FAC  ME5.6 SD1.3  .64 OF  28    ME5.8 SD1.2  .85 OF  28   ED=79  .84 OF  19
                                                   EDA  ME5.6 SD1.3  .76 OF  13    ME5.2 SD1.3  .76 OF  13   ED=79  .80 OF   5
                                                   STU  ME5.3 SD1.1  .85 OF  14    ME5.8 SD1.0  .92 OF  14   ED=80  .54 OF  11

110.  DIMINISHING AMOUNTS WILL BE SPENT FOR                   1  2  3  4  5  6  7        1  2  3  4  5  6  7      75 80 85 90 95+
CAPITAL CONSTRUCTION IN LARGER POSTSECONDARY       ALL    -  -  - (M  )  -  -           -  -  -  (  M) -     (M  )  -  -  -
EDUCATION INSTITUTIONS.                            FED          - (M  )  -  -                 -  (  M  )     (M  )  -
                                                   STA          -  (  M) -              -  -  - (M) -     (M  )
      CONSISTENT                                   ADM    -  -  - (M  )  -  -           -  -  -  (  M) -     (M  )  -  -  -
                                                   FAC       -  (  M  )  -                 -  -  (  M  )     (M  )
                                                   EDA       -  - (M  )  -              -  -  -  (  M) -      (  M)
                                                   STU       -  (  M) -                    -  -  (  M)        (  M  )  -
                                                   ALL  ME4.4 SD1.1  .62 OF 337    ME5.6 SD1.1  .71 OF 338   ED=77  .93 OF 208
                                                   FED  ME4.5 SD1.2  .54 OF  11    ME5.9 SD1.0  .90 OF  11   ED=78  .75 OF   4
                                                   STA  ME4.6 SD1.0  .60 OF  43    ME5.7 SD1.1  .58 OF  43   ED=77 1.00 OF  29
                                                   ADM  ME4.4 SD1.1  .64 OF 175    ME5.6 SD1.1  .74 OF 175   ED=77  .92 OF 111
                                                   FAC  ME4.2 SD1.2  .75 OF  28    ME5.8 SD1.0  .89 OF  28   ED=77 1.00 OF  18
                                                   EDA  ME4.3 SD .9  .84 OF  13    ME5.3 SD1.3  .61 OF  13   ED=78 1.00 OF   5
                                                   STU  ME3.8 SD1.0  .53 OF  13    ME5.2 SD1.1  .76 OF  13   ED=79  .90 OF  10

111.  COMPARABILITY AND COMPATIBILITY OF DATA WILL            1  2  3  4  5  6  7        1  2  3  4  5  6  7      75 80 85 90 95+
BE REQUIRED OF POSTSECONDARY EDUCATION.            ALL    -  -  -  - (M  )  -           -  -  -  (  M) -     (M  )  -  -  -
                                                   FED               (M  )  -                    (  M) -      (  M)
                                                   STA          -  - (M  )  -                 -  - (M) -     (M  )  -
      CONSISTENT                                   ADM       -  -  - (M  )  -           -  -  -  (  M) -      (  M) -  -  -
                                                   FAC          -  - (M  )  -           -  -  -  (  M  )     (M  )  -  -
                                                   EDA          -  (  -  M) -                 -  (  M) -      (  M)
                                                   STU    -  -  - (M  )  -                 (  M  )  -      (  M  )
                                                   ALL  ME5.3 SD1.1  .72 OF 334    ME5.7 SD1.1  .63 OF 335   ED=78  .85 OF 216
                                                   FED  ME5.5 SD .7  .90 OF  11    ME6.0 SD .7  .72 OF  11   ED=78 1.00 OF   6
                                                   STA  ME5.3 SD .9  .74 OF  43    ME6.0 SD .8  .51 OF  43   ED=78  .86 OF  30
                                                   ADM  ME5.4 SD1.1  .72 OF 176    ME5.6 SD1.2  .61 OF 176   ED=79  .82 OF 111
                                                   FAC  ME5.3 SD1.0  .71 OF  28    ME5.5 SD1.3  .89 OF  28   ED=78  .89 OF  19
                                                   EDA  ME5.5 SD1.4  .61 OF  13    ME5.7 SD1.1  .53 OF  13   ED=78 1.00 OF   6
                                                   STU  ME4.2 SD1.2  .75 OF  12    ME5.1 SD1.0  .91 OF  12   ED=79 1.00 OF  10
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         PCT.                          FORCES PROMOTING THE CHANGE                                         FORCES HINDERING THE CHANGE
CHANGE SHOULD            FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRC              FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRC
STMT.  CHANGE   NUM       1    2    3    4    5    6    7    8    9     NUM         1    2    3    4    5    6    7    8    9     NUM

109

GROUP
 ALL    98.2    171     21.5 50.0 16.0  1.4  3.5  1.4  6.3  0.0  0.0   144         0.0  1.6   .8  0.0  0.0 73.8 18.3  4.8   .8   126
 FED   100.0      5     50.0 25.0 25.0  0.0  0.0  0.0  0.0  0.0  0.0     4         0.0  0.0  0.0  0.0  0.0 50.0  0.0 50.0  0.0     2
 STA   100.0     23     15.0 55.0  5.0  5.0 20.0  0.0  0.0  0.0  0.0    20         0.0  0.0  5.0  0.0  0.0 75.0 20.0  0.0  0.0    20
 ADM    98.9     89     19.4 56.9 11.1  1.4  1.4  2.8  6.9  0.0  0.0    72         0.0  3.0  0.0  0.0  0.0 77.3 13.6  4.5  1.5    66
 FAC   100.0     15     14.3 50.0 21.4  0.0  0.0  0.0 14.3  0.0  0.0    14         0.0  0.0  0.0  0.0  0.0 81.8 18.2  0.0  0.0    11
 EDA   100.0      4     75.0 25.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     4         0.0  0.0  0.0  0.0  0.0 50.0 50.0  0.0  0.0     4
 STU    88.9      9      0.0 16.7 66.7  0.0  0.0  0.0 16.7  0.0  0.0     6         0.0  0.0  0.0  0.0  0.0  0.0100.0  0.0  0.0     4



110

GROUP
 ALL    80.0    170     16.0 77.8   .7   .7   .7  1.4  0.0  2.8  0.0   144          .7   .7   .7   .7  1.5 17.9 71.6  5.2   .7   134
 FED    75.0      4     66.7 33.3  0.0  0.0  0.0  0.0  0.0  0.0  0.0     3         0.0  0.0  0.0  0.0  0.0  0.0 66.7 33.3  0.0     3
 STA   100.0     22     15.0 75.0  0.0  0.0  5.0  5.0  0.0  0.0  0.0    20         0.0  0.0  5.0  0.0  0.0 25.0 65.0  0.0  5.0    20
 ADM    73.6     87      8.5 87.3  0.0  0.0  0.0  1.4  0.0  2.8  0.0    71         1.5  1.5  0.0  1.5  3.0 20.9 68.7  3.0  0.0    67
 FAC    76.5     17      6.3 87.5  0.0  0.0  0.0  0.0  0.0  6.3  0.0    16         0.0  0.0  0.0  0.0  0.0 21.4 64.3 14.3  0.0    14
 EDA    80.0      5     75.0 25.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     4         0.0  0.0  0.0  0.0  0.0  0.0100.0  0.0  0.0     4
 STU    88.9      9     28.6 71.4  0.0  0.0  0.0  0.0  0.0  0.0  0.0     7         0.0  0.0  0.0  0.0  0.0  0.0 83.3 16.7  0.0     6



111

GROUP
 ALL    92.9    170     45.9 41.1  7.5  0.0   .7   .7  2.7  1.4  0.0   146         0.0  1.5  0.0   .7  0.0 40.7 31.9 23.0  2.2   135
 FED   100.0      5     50.0 50.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     4         0.0  0.0  0.0  0.0  0.0  0.0  0.0100.0  0.0     4
 STA   100.0     23     40.0 40.0 10.0  0.0  5.0  0.0  5.0  0.0  0.0    20         0.0  0.0  0.0  0.0  0.0 47.4 47.4  5.3  0.0    19
 ADM    95.3     86     53.4 37.0  4.1  0.0  0.0  1.4  2.7  1.4  0.0    73         0.0  1.5  0.0  1.5  0.0 39.7 29.4 23.5  4.4    68
 FAC    70.6     17     29.4 64.7  0.0  0.0  0.0  0.0  0.0  5.9  0.0    17         0.0  0.0  0.0  0.0  0.0 64.3 28.6  7.1  0.0    14
 EDA   100.0      5     75.0 25.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     4         0.0  0.0  0.0  0.0  0.0 25.0 50.0 25.0  0.0     4
 STU    88.9      9      0.0 20.0 60.0  0.0  0.0  0.0 20.0  0.0  0.0     5         0.0  0.0  0.0  0.0  0.0  0.0 50.0 50.0  0.0     4
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                                                                                                      ---PAGE 38
                                                           QUESTION 1                QUESTION 2                QUESTION 3
                                                          ASSUMING THIS            WHAT IS THE LIKE-          IF YOU BELIEVE
    N = NONE                                              CHANGE WILL CCCUR,       LIHOOD THIS CHANGE         THIS CHANGE IS
    VG = VERY GREAT                                       WHAT WILL BE ITS         WILL OCCUR.                LIKELY,WHEN
    I = IMPOSSIBLE                                        IMPACT.                                             WILL IT OCCUR.
    VC = VIRTUALLY CERTAIN

               CHANGE STATEMENT                           N                VG       I               VC         BY 19--

**112.  THE FEDERAL GOVERNMENT WILL INCREASINGLY          1  2  3  4  5  6  7       1  2  3  4  5  6  7       75 80 85 90 95+
EMPHASIZE FUNDING SPECIFIC PROGRAMS (CATEGORICAL   ALL    -  -  -  (  M  )  -       -  -  (  M  )  -  -      (M  )  -  -  -
AID).                                              FED       -  - (M  )  -            (M  )  -  -  -  -
                                                   STA    -  -  -  (  M  )  -       -  -  (  M  )  -  -       (  M  )  -
    INCONSISTENT                                   ADM       -  -  (  M  )  -       -  -  (  M  )  -  -      (M  )  -  -
                                                   FAC       -  -  (  M  )  -          -  -  (  M  )  -      (M  )  -
                                                   EDA          -  (  M) -  -          -  (  M) -
                                                   STU       -  -  (  M  )  -          -  -  (  M  )
                                                   ALL  ME4.9 SD1.2  .82 OF 325   ME4.1 SD1.4  .71 OF 327   ED=78  .87 OF  65
                                                   FED  ME4.5 SD1.2  .63 OF  11   ME3.1 SD1.6  .72 OF  11
                                                   STA  ME4.9 SD1.4  .75 OF  41   ME4.0 SD1.6  .60 OF  41   ED=79  .87 OF   8
                                                   ADM  ME4.9 SD1.2  .82 OF 167   ME4.3 SD1.3  .74 OF 167   ED=77  .94 OF  34
                                                   FAC  ME5.0 SD1.2  .82 OF  28   ME4.4 SD1.3  .71 OF  28   ED=78  .90 OF  10
                                                   EDA  ME5.1 SD1.1  .61 OF  13   ME3.6 SD .9  .69 OF  13   ED=80 1.00 OF   2
                                                   STU  ME4.9 SD1.4  .78 OF  14   ME4.5 SD1.3  .78 OF  14   ED=80 1.00 OF   3


**113.  THE FEDERAL GOVERNMENT WILL INCREASINGLY          1  2  3  4  5  6  7       1  2  3  4  5  6  7       75 80 85 90 95+
EMPHASIZE GENERAL AID TO POSTSECONDARY EDUCATION.  ALL    -  -  -  (  M  )  -       -  -  (  -  M  )  -       (  M) -  -  -
                                                   FED             (  -  M) -                (  M  )  -
                                                   STA       -  -  - (M  )  -       -  -  -  (  M  )          (  M) -  -
      CONSISTENT                                   ADM    -  -  -  (  M  )  -       -  -  (  M  )  -  -       (  M  )  -  -
                                                   FAC       -  -  -  (  M) -          -  (  M  )  -  -       (  M)
                                                   EDA          -  - (M  )  -          -  -  (  -  M) -
                                                   STU       -  -  (  M  )                -  (  M  )             (  M)
                                                   ALL  ME5.1 SD1.1  .85 OF 326   ME4.4 SD1.4  .86 OF 328   ED=79  .79 OF  73
                                                   FED  ME5.4 SD1.1  .81 OF  11   ME5.3 SD1.0  .90 OF  11   ED=75 0.00 OF   1
                                                   STA  ME5.1 SD1.0  .72 OF  40   ME4.6 SD1.4  .75 OF  40   ED=79  .90 OF  10
                                                   ADM  ME5.1 SD1.1  .86 OF 169   ME4.2 SD1.4  .63 OF 169   ED=80  .94 OF  36
                                                   FAC  ME5.2 SD1.1  .75 OF  28   ME4.0 SD1.6  .60 OF  28   ED=78 1.00 OF   8
                                                   EDA  ME5.3 SD1.1  .61 OF  13   ME5.2 SD1.3  .84 OF  13
                                                   STU  ME4.6 SD1.2  .78 OF  14   ME4.8 SD1.1  .85 OF  14   ED=83 1.00 OF   5


114.  INSTRUCTIONAL COSTS PER STUDENT WILL                1  2  3  4  5  6  7       1  2  3  4  5  6  7       75 80 85 90 95+
DECREASE IN POSTSECONDARY EDUCATION.               ALL    -  -  -  (  M  )  -       - (M  -  )  -  -  -
                                                   FED          -  - (M  )  -       -  (  M  )  -  -  -
                                                   STA          -  (  M  )  -       - (M  )  -  -  -
    INCONSISTENT                                   ADM       -  -  (  M  )  -       - (M  -  )  -  -  -
                                                   FAC          -  (  M  )  -       - (M  -  )  -  -
                                                   EDA    -  -  -  -  (  M)           (M  )  -  -  -
                                                   STU       -  -  -  (  M) -         (M  -  )  -
                                                   ALL  ME5.2 SD1.1  .83 OF 327   ME2.8 SD1.4  .73 OF 329
                                                   FED  ME5.3 SD1.1  .72 OF  11   ME3.2 SD1.7  .63 OF  11
                                                   STA  ME4.9 SD .9  .92 OF  41   ME2.7 SD1.3  .65 OF  41
                                                   ADM  ME5.2 SD1.2  .82 OF 169   ME2.8 SD1.4  .73 OF 169
                                                   FAC  ME5.0 SD1.2  .75 OF  28   ME2.6 SD1.5  .60 OF  28
                                                   EDA  ME5.0 SD1.5  .76 OF  13   ME2.8 SD1.2  .76 OF  13
                                                   STU  ME5.6 SD1.2  .71 OF  14   ME2.8 SD1.1  .85 OF  14
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        PCT.                          FORCES PROMOTING THE CHANGE                                    FORCES HINDERING THE CHANGE
CHANGE SHOULD         FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRO            FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRO
STMT.  CHANGE   NUM     1     2     3     4     5     6     7     8     9    NUM       1     2     3     4     5     6     7     8     9    NUM

112

GROUP
 ALL    36.3    168  77.7   3.6    .7   2.9    .7   5.0   6.5   2.9   0.0    139     8.3  12.1   7.6   0.0   1.5  12.1  41.7  15.2   1.5    132
 FED     0.0      5   0.0  50.0   0.0   0.0   0.0  50.0   0.0   0.0   0.0      2    66.7   0.0   0.0   0.0   0.0   0.0   0.0  33.3   0.0      3
 STA    31.8     22  84.2   0.0   0.0   0.0   5.3  10.5   0.0   0.0   0.0     19    10.5  26.3  26.3   0.0   0.0   0.0  26.3   5.3   5.3     19
 ADM    36.5     85  77.6   6.0   0.0   0.0   0.0   4.5   9.0   3.0   0.0     67     3.1   9.4   6.3   0.0   3.1  18.7  43.8  14.1   1.6     64
 FAC    47.1     17  82.4   0.0   0.0   5.9   0.0   0.0   0.0  11.8   0.0     17     0.0   7.1   0.0   0.0   0.0  14.3  64.3  14.3   0.0     14
 EDA    60.0      5  75.0   0.0  25.0   0.0   0.0   0.0   0.0   0.0   0.0      4     0.0  25.0   0.0   0.0   0.0   0.0  50.0  25.0   0.0      4
 STU    44.4      9  85.7   0.0   0.0   0.0   0.0   0.0  14.3   0.0   0.0      7    14.3   0.0   0.0   0.0   0.0  14.3  57.1  14.3   0.0      7



113

GROUP
 ALL    81.3    166  35.8  10.2   5.1   0.0   0.0   2.9  29.2  16.1    .7    137    41.2  12.3  10.5   9.6    .9   5.3   7.9   7.0   5.3    114
 FED    60.0      5  33.3   0.0  33.3   0.0   0.0   0.0   0.0  33.3   0.0      3    50.0   0.0   0.0   0.0   0.0  50.0   0.0   0.0   0.0      2
 STA    87.0     23  40.0  25.0   5.0   0.0   0.0   0.0  25.0   0.0   5.0     20    50.0   5.6  16.7   0.0   0.0  16.7   5.6   0.0   5.6     18
 ADM    85.2     81  31.8   6.1   4.5   0.0   0.0   4.5  33.3  19.7   0.0     66    37.5  21.4   8.9   5.4   1.8   1.8   7.1  10.7   5.4     56
 FAC    77.8     18  41.2  11.8   0.0   0.0   0.0   0.0  29.4  17.6   0.0     17    28.6   7.1  21.4  21.4   0.0   0.0   0.0   7.1  14.3     14
 EDA    50.0      4  50.0  50.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      2     0.0   0.0100.0   0.0   0.0   0.0   0.0   0.0   0.0      1
 STU    77.8      9  33.3   0.0   0.0   0.0   0.0  16.7  50.0   0.0   0.0      6    83.3   0.0   0.0   0.0   0.0   0.0  16.7   0.0   0.0      6



114

GROUP
 ALL     0.0      0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 FED     0.0      0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 STA     0.0      0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 ADM     0.0      0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 FAC     0.0      0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 EDA     0.0      0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
 STU     0.0      0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0     0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0      0
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                                                            QUESTION 1                 QUESTION 2                 QUESTION 3
                                                           ASSUMING THIS              WHAT IS THE LIKE-          IF YOU BELIEVE
     N = NONE                                              CHANGE WILL OCCUR,         LIHOOD THIS CHANGE         THIS CHANGE IS
     VG = VERY GREAT                                       WHAT WILL BE ITS           WILL OCCUR.                LIKELY,WHEN
     I = IMPOSSIBLE                                        IMPACT.                                               WILL IT OCCUR.
     VC = VIRTUALLY CERTAIN

                CHANGE STATEMENT                           N                VG        I                VC          BY 19--

115.  THE COST TO AN INDIVIDUAL FOR HIS                    1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
POSTSECONDARY EDUCATION WILL BE MORE CLOSELY TIED   ALL       -  -  - (M  )  -        -  -  (  M  )  -  -       - (M  )  -  -
TO HIS SPECIFIC PROGRAM.                            FED             (  -  M) -              (  -  M) -             (  M)
                                                    STA             - (M  )  -        -  -  -  (  M) -  -       - (M) -  -  -
    INCONSISTENT                                    ADM       -  -  - (M  )  -           -  (  M  )  -  -       - (M  )  -  -
                                                    FAC          -  -  (  M) -        -  -  (  M  )  -          - (M) -  -  -
                                                    EDA       -  -  (  M) -              -  - (M) -             - (M)
                                                    STU       -  -  - (M  )              -  (  -  M  )          (  M  ) -
                                                    ALL  ME5.2 SD1.1  .67 OF 339    ME4.2 SD1.4  .68 OF 340     ED=81  .70 OF 172
                                                    FED  ME5.5 SD1.1  .81 OF  11    ME4.5 SD1.1  .81 OF  11     ED=83 1.00 OF   5
                                                    STA  ME5.3 SD .9  .67 OF  43    ME4.7 SD1.2  .58 OF  43     ED=81  .60 OF  23
                                                    ADM  ME5.2 SD1.1  .66 OF 177    ME4.1 SD1.4  .67 OF 177     ED=82  .70 OF  84
                                                    FAC  ME5.5 SD .9  .75 OF  28    ME3.8 SD1.3  .75 OF  28     ED=82  .58 OF  17
                                                    EDA  ME4.5 SD1.1  .69 OF  13    ME3.8 SD1.1  .46 OF  13     ED=79  .80 OF   5
                                                    STU  ME5.0 SD1.0  .85 OF  14    ME4.4 SD1.3  .85 OF  14     ED=80  .90 OF  10


**116.  THE FEDERAL GOVERNMENT WILL FINANCE ITS            1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
SHARE OF THE COST FOR ALL EDUCATIONAL SYSTEMS IN    ALL    -  -  -  -  (  M) -        -  (  M  )  -  -  -       -  (  M  )  -
THE NATION BY A SPECIAL EDUCATIONAL TAX.            FED       -  -  (  -  M  )        -  (  -  M) -  -
                                                    STA       -  -  - (M  )  -        -  (  M  )  -  -  -          (  M  )  -
    INCONSISTENT                                    ADM       -  -  -  (  M) -        -  (  M  -  )  -  -       -  (  M  )  -
                                                    FAC    -  -  -  -  (  M) -        -  (  M  -  )             -  (  M  )
                                                    EDA    -  -  -  -  (  M) -        - (M  )  -  -  -
                                                    STU          -  -  (  M  )           (  -  M  )  -  -       -  (  M) -
                                                    ALL  ME5.5 SD1.2  .63 OF 319    ME3.4 SD1.4  .71 OF 326     ED=84  .87 OF  62
                                                    FED  ME5.6 SD1.6  .90 OF  10    ME3.6 SD1.6  .63 OF  11
                                                    STA  ME5.4 SD1.0  .74 OF  39    ME3.2 SD1.3  .79 OF  39     ED=86  .87 OF   8
                                                    ADM  ME5.5 SD1.2  .65 OF 166    ME3.4 SD1.5  .86 OF 168     ED=84  .86 OF  30
                                                    FAC  ME5.6 SD1.3  .62 OF  27    ME3.3 SD1.3  .92 OF  28     ED=83  .87 OF   8
                                                    EDA  ME5.1 SD1.8  .58 OF  12    ME2.8 SD1.3  .61 OF  13     ED=80 0.00 OF   1
                                                    STU  ME5.6 SD1.1  .85 OF  14    ME3.9 SD1.6  .85 OF  14     ED=84  .71 OF   7


117.  INCREASING OPPORTUNITIES AND                         1  2  3  4  5  6  7        1  2  3  4  5  6  7       75 80 85 90 95+
RESPONSIBILITIES WILL BE AVAILABLE FOR              ALL    -  -  -  (  M) -  -        -  -  -  - (M  )  -       (M  )  -  -
ALL REGARDLESS OF SEX, RACE, ETC.                   FED          - (M  )                       -  (  M  )
                                                    STA       -  -  (  M) -  -           -  -  (  M  )  -       (M) -  -
      CONSISTENT                                    ADM    -  -  -  (  M) -  -        -  -  -  -  (  M) -       (M  )  -  -
                                                    FAC       -  (  M  -  )  -           -  -  (  M  )  -        (  M) -
                                                    EDA             (  M) -  -              -  -  (  M) -        (  M)
                                                    STU       -  -  (  M) -                    -  (  M  )       (M  )  -
                                                    ALL  ME4.6 SD1.1  .67 OF 328    ME5.3 SD1.2  .62 OF 329     ED=78  .90 OF 163
                                                    FED  ME4.3 SD .7  .81 OF  11    ME6.0 SD1.0  .90 OF  11     ED=75 0.00 OF   1
                                                    STA  ME4.6 SD1.0  .73 OF  42    ME5.0 SD1.2  .83 OF  42     ED=76  .83 OF  18
                                                    ADM  ME4.7 SD1.1  .68 OF 170    ME5.3 SD1.2  .65 OF 170     ED=78  .90 OF  83
                                                    FAC  ME4.4 SD1.6  .75 OF  28    ME5.1 SD1.6  .57 OF  28     ED=78  .94 OF  18
                                                    EDA  ME5.1 SD1.1  .69 OF  13    ME5.7 SD1.2  .53 OF  13     ED=78 1.00 OF   4
                                                    STU  ME4.4 SD1.2  .64 OF  14    ME5.7 SD .9  .92 OF  14     ED=77  .90 OF  11
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         PCT.                         FORCES PROMOTING THE CHANGE                                      FORCES HINDERING THE CHANGE
CHANGE SHOULD           FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRO                FED   STA   NGV   IND   STU   FAC   PUB   PRI   PRO
STMT.  CHANGE    NUM      1     2     3     4     5     6     7     8     9      NUM         1     2     3     4     5     6     7     8     9      NUM

115

GROUP
 ALL     57.9    171    7.6  53.5   3.5   4.2  13.2    .7   6.3   7.6   3.5      144       2.2   5.1   2.2   0.0  50.7   9.6  23.5   6.6   0.0      136
 FED     80.0      5    0.0  50.0   0.0   0.0   0.0   0.0   0.0   0.0  50.0        4       0.0   0.0   0.0   0.0  50.0   0.0  50.0   0.0   0.0        4
 STA     68.2     22    0.0  75.0   5.0   0.0  10.0   5.0   5.0   0.0   0.0       20       5.0   0.0   0.0   0.0  65.0  10.0  15.0   5.0   0.0       20
 ADM     55.2     87   10.0  51.4   5.7   4.3  10.0   0.0   7.1  10.0   1.4       70       1.5   6.1   1.5   0.0  50.0  10.6  27.3   3.0   0.0       66
 FAC     38.9     18    0.0  56.3   0.0   6.3  12.5   0.0   6.3  18.7   0.0       16       0.0  15.4   0.0   0.0  61.5   0.0   7.7  15.4   0.0       13
 EDA     80.0      5   50.0  25.0   0.0   0.0   0.0   0.0  25.0   0.0   0.0        4       0.0   0.0   0.0   0.0  33.3   0.0  66.7   0.0   0.0        3
 STU     55.6      9    0.0  57.1   0.0   0.0  14.3   0.0  14.3   0.0  14.3        7       0.0   0.0  12.5   0.0  62.5   0.0  12.5  12.5   0.0        8

116

GROUP
 ALL     41.6    161   57.9  11.1   7.9   1.6   4.8    .8   8.7   6.3    .8      126      21.3  19.4  14.8  22.2   6.5   2.8   7.4   2.8   2.8      108
 FED      0.0      4   50.0   0.0  50.0   0.0   0.0   0.0   0.0   0.0   0.0        2       0.0   0.0   0.0   0.0   0.0   0.0   0.0100.0   0.0        1
 STA     28.6     21   38.9  27.8   5.6   5.6   0.0   5.6  11.1   0.0   5.6       18      50.0  18.7   6.3  12.5  12.5   0.0   0.0   0.0   0.0       16
 ADM     43.8     80   54.8   6.5   8.1   1.6   8.1   0.0   9.7  11.3   0.0       62      16.4  18.2  16.4  23.6   5.5   3.6   9.1   1.8   5.5       55
 FAC     41.2     17   73.3   6.7  13.3   0.0   0.0   0.0   0.0   6.7   0.0       15       7.1  28.6   7.1  35.7   7.1   0.0   7.1   7.1   0.0       14
 EDA     20.0      5   75.0  25.0   0.0   0.0   0.0   0.0   0.0   0.0   0.0        4      25.0  25.0  50.0   0.0   0.0   0.0   0.0   0.0   0.0        4
 STU     77.8      9   66.7   0.0   0.0   0.0  16.7   0.0  16.7   0.0   0.0        6      25.0  50.0   0.0  25.0   0.0   0.0   0.0   0.0   0.0        4

117

GROUP
 ALL     98.8    171   64.5   2.8   4.3    .7  18.4   1.4   6.4   1.4   0.0      141       0.0  14.3  12.1  17.6   2.2  16.5   7.7  19.8   9.9       91
 FED    100.0      5   75.0   0.0  25.0   0.0   0.0   0.0   0.0   0.0   0.0        4       0.0   0.0   0.0   0.0   0.0100.0   0.0   0.0   0.0        1
 STA    100.0     22   57.9   0.0   5.3   0.0  26.3   0.0  10.5   0.0   0.0       19       0.0  23.1  23.1   7.7   7.7  23.1   0.0  15.6   0.0       13
 ADM     98.8     86   69.0   1.4   1.4   1.4  18.3   0.0   8.5   0.0   0.0       71       0.0  12.8  14.9  14.9   2.1  12.8  12.8  21.3   8.5       47
 FAC    100.0     18   56.3   6.3  12.5   0.0  12.5   6.3   0.0   6.3   0.0       16       0.0   9.1   9.1  27.3   0.0   9.1   0.0  27.3  18.2       11
 EDA    100.0      5    0.0  33.3  33.3   0.0   0.0   0.0  33.3   0.0   0.0        3       0.0  50.0   0.0   0.0   0.0   0.0   0.0  50.0   0.0        2
 STU     88.9      9   40.0   0.0   0.0   0.0  40.0   0.0   0.0  20.0   0.0        5       0.0   0.0   0.0  50.0   0.0   0.0   0.0  50.0   0.0        2
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                                                                                                                     ---PAGE 40
                                                           QUESTION 1                   QUESTION 2                    QUESTION 3
                                                          ASSUMING THIS                WHAT IS THE LIKE-             IF YOU BELIEVE
      N = NONE                                            CHANGE WILL OCCUR,           LIHOOD THIS CHANGE            THIS CHANGE IS
      VG = VERY GREAT                                     WHAT WILL BE ITS             WILL OCCUR.                   LIKELY,WHEN
      I = IMPOSSIBLE                                      IMPACT.                                                    WILL IT OCCUR.
      VC = VIRTUALLY CERTAIN

                CHANGE STATEMENT                           N                VG            I                VC         BY 19--

118.  OPERATIONS AND ADMINISTRATION IN                     1  2  3  4  5  6  7            1  2  3  4  5  6  7       75 80 85 90 95+
POSTSECONDARY EDUCATION WILL BECOME MORE            ALL       -  -  -  (  M) -            -  -  -  (  M  )  -       (  M) -  -
CONSOLIDATED AND CENTRALLY CONTROLLED.              FED             - (M  )                          -  (  M)      (M) -  -
                                                    STA       -  -  - (M  )  -                    -  -  (  M) -     (  M) -
      CONSISTENT                                    ADM       -  -  -  (  M) -            -  -  -  (  M  )  -       (  M) -  -
                                                    FAC       -  -  -  (  M) -               -  -  - (M  )  -       (  M) -  -
                                                    EDA             -  - (M) -                    -  - (M  )  -
                                                    STU          -  -  (  M) -               -  -  (  M  )  -       (  M)
                                                    ALL  ME5.5 SD1.0  .75 OF 338       ME5.1 SD1.2   .81 OF 339    ED=79  .86 OF 195
                                                    FED  ME5.4 SD .6  .90 OF  11       ME5.5 SD .7   .90 OF  11    ED=78  .60 OF   5
                                                    STA  ME5.3 SD1.0  .76 OF  43       ME5.3 SD1.0   .72 OF  43    ED=79  .88 OF  27
                                                    ADM  ME5.6 SD .8  .81 OF 176       ME5.1 SD1.2   .80 OF 176    ED=79  .84 OF 104
                                                    FAC  ME5.6 SD1.2  .57 OF  28       ME5.1 SD1.4   .60 OF  28    ED=79  .84 OF  19
                                                    EDA  ME5.9 SD .8  .53 OF  13       ME5.4 SD1.1   .69 OF  13    ED=78 1.00 OF   3
                                                    STU  ME5.5 SD1.1  .71 OF  14       ME4.7 SD1.2   .85 OF  14    ED=78 1.00 OF   8
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          PCT.                           FORCES PROMOTING THE CHANGE                                       FORCES HINDERING THE CHANGE
CHANGE SHOULD           FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRC          FED  STA  NGV  IND  STU  FAC  PUB  PRI  PRC
STMT.  CHANGE   NUM      1    2    3    4    5    6    7    8    9     NUM     1    2    3    4    5    6    7    8    9    NUM


118

GROUP
 ALL    57.0    165    15.5 73.0  2.0  0.0   .7   .7  6.1  1.4   .7   148     .7   .7  1.4  0.0  2.1 48.3 30.8 15.4   .7   143
 FED    50.0      4     0.0100.0  0.0  0.0  0.0  0.0  0.0  0.0  0.0     4    0.0  0.0  0.0  0.0  0.0  0.0  0.0100.0  0.0     4
 STA    66.7     21     0.0 78.9  5.3  0.0  0.0  5.3  5.3  0.0  5.3    19    0.0  0.0  0.0  0.0  0.0 50.0 50.0  0.0  0.0    18
 ADM    58.1     86    16.2 74.3  2.7  0.0  0.0  0.0  5.4  1.4  0.0    74    0.0  0.0  1.4  0.0  1.4 56.8 24.3 14.9  1.4    74
 FAC    53.3     15     0.0 87.5  0.0  0.0  6.3  0.0  0.0  6.3  0.0    16    0.0  0.0  0.0  0.0  0.0 60.0 33.3  6.7  0.0    15
 EDA    75.0      4    50.0 25.0  0.0  0.0  0.0  0.0 25.0  0.0  0.0     4   25.0  0.0  0.0  0.0  0.0 25.0 50.0  0.0  0.0     4
 STU    33.3      9    25.0 37.5  0.0  0.0  0.0  0.0 37.5  0.0  0.0     8    0.0  0.0  0.0  0.0 28.6 14.3 28.6 28.6  0.0     7
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